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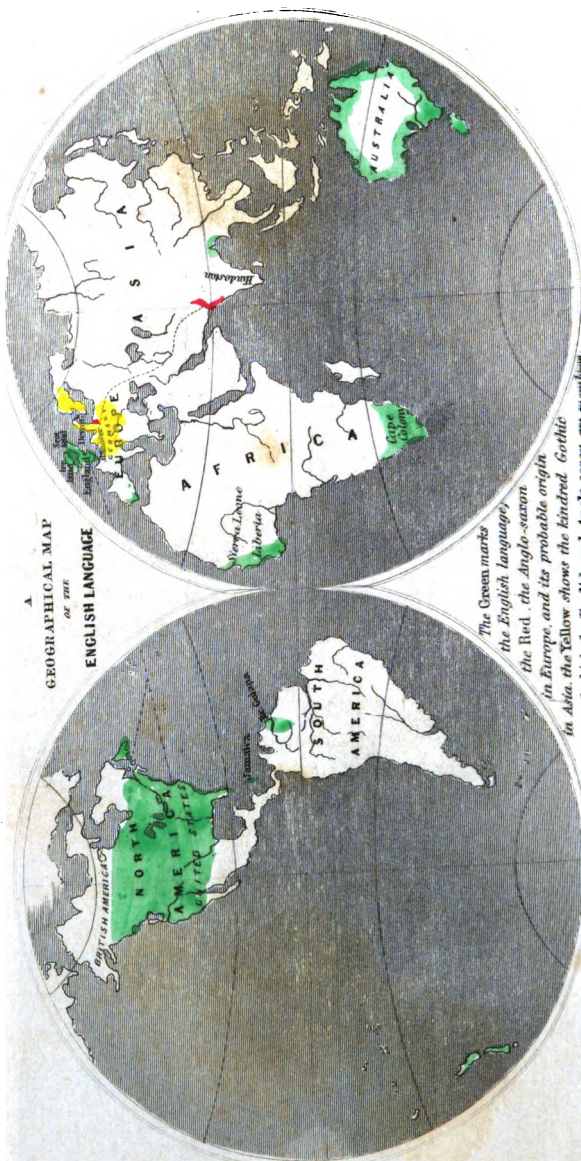












THE AMERICAN SYSTEM OF EDUCATION.

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A  
H A N D - B O O K  
OF  
A N G L O - S A X O N O R T H O G R A P H Y.  
IN TWO PARTS.

*First Part.*  
A N G L O - S A X O N O R T H O G R A P H Y A N D I T S M A T E R I A L S.  
*Second Part.*  
S T U D I E S I N A N G L O - S A X O N O R T H O G R A P H Y.

"The terms, which occur most frequently in discourse, or which recall the most vivid conceptions, are Anglo-Saxon."—*Edin. Rev.*

"Great, verily, was the glory of the English tongue before the Norman conquest."—*Camden.*

BY  
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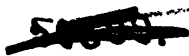
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## THE LITERARY ASSOCIATION

TO THE

### READER OF THE HAND-BOOK OF ANGLO-SAXON ORTHOGRAPHY.

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THE Literary Association, anticipating the inquiries which this work must awaken, introduce themselves at once to the reader. The following statement, it is hoped, will meet all such inquiries.

The Association was called into existence by the increased interest in education which has marked the history of our nation for the last ten years. They were placed at once in circumstances in which they had to examine the school literature of the United States.

At the close of this investigation, which extended through years, the Association, though profoundly impressed by the activity of the American mind in this department of letters, could not avoid the conviction that the school-books had not been prepared with sufficient reference to the laws of the human mind.

With this impression, the Association entered upon a new field of labor. They proceeded to interrogate the human mind, and ascertain its general laws. They freely discussed such questions as these: "Does the mind grow? Is its growth the unfolding of native energies? How does it grow? By what laws? By what methods? For instance, *How does the human mind acquire language?*"

In answering the last question, it was ascertained that the mind first acquires the names of things, or *nouns*; next, the names of qualities, or *adjectives*; and then, the names of actions, or *verbs*; and that this seems to be a law of the human mind.

The Hand-Book of Anglo-Saxon Orthography grew out of the discovery of this and other laws of the human mind. In executing it, the Association proceeded to a careful analysis of the English language.

They ascertained it to be a composite language, and like the great American nation, *Unum e Pluribus*. They determined the relation of its various elements. They found the Anglo-Saxon to be the *stock*; the Celtic, Gothic, French, Latin, and Greek elements, to be engraftures. In this order, they resolved to present them in the study of the Orthography of the English language.

The next care of the Association was to determine the principles of the growth of words, as seen in their composition and derivation. (See pp. 23, 24) *Composition*, they considered a *form of growth*, which takes place by the union of whole words; *derivation*, a *form of growth* that takes place by the addition of parts of words, which are known as terminations, suffixes, and prefixes. (See p. 25.)

## TO THE READER.

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The terminations were determined and classified under the heads of number, gender, case, comparison, person, and tense. There are only *nine* of Anglo-Saxon origin. (See p. 25, at the bottom.)

The suffixes were also ascertained and arranged. They are twenty-five in number. (See p. 30. Their meaning and use are exhibited from pp. 30 to 40.)

The prefixes were next examined, and their nature and number settled. They are eighteen in number. Their meaning and use are set forth from pp. 41 to 45.

The terminations, suffixes, and prefixes, thus determined, are presented at one view on page 50. They form the whole materials of the growth of Anglo-Saxon words.

All these things the Association concluded to bring together in the **FIRST PART** of the Hand-Book, under the head of Instructions. They are things to be known.

But how shall these instructions be studied? The Association, after due deliberation, propose three ways, any one of which may be adopted, according to the circumstances and wants of the child. They may be studied by *written or oral analysis*. They may also be studied *topically*, or as *subjects*. The child may take up the topic of the Instruction, study and recite it in the order in which it is presented, attending to the **NAME, ORIGIN, DEFINITION, the THING** for which the word stands, and show the correctness of his knowledge by giving **INSTANCES**. Thus he may recite the first Instruction :—

The word, *orthography*, is derived from two Greek words, and means *correct writing*. This study is not a new one. It was commenced when the first word was spelled or written. The field of orthography is the **WRITTEN WORD**. It teaches us to represent words by letters. If I spell or write the word, *book*, for instance, it is an exercise in orthography.

The Association proceeded to apply the materials of the first part of the Hand-Book and form a second part, which should consist of **STUDIES** instead of Instructions.

The law of mind, according to which the child acquires, first, *nouns*, next *adjectives*, and then *verbs*, was made the basis of the classification of words, and the words of Anglo-Saxon origin arranged accordingly in these three groups. In carrying out this classification in its details, *radical nouns* are presented, and in connection with them, their terminations, suffixes, and prefixes. In this way, the child is led forth from home, and passes over all the objects that lie between it and heaven, gathering up their names. Next *adjectives* are taken up, and then *verbs*. They are presented and studied in the same way as the noun. (For the entire classification, see page 8, of the Contents; also pages 55, 102, 115.)

In addition to this, the Association added instances, giving the *use* of words. This is explained in the plan of study, on page 54. Attention is constantly directed to it in the first word of every *Study*, which should serve as a model for all the other words, radical and derivative.

An extract from Dr. Wisdom's address on the Anglo-Saxon part of the English language is introduced at the beginning of the volume, which should be carefully read, as giving a clear, succinct, and condensed view of it.

The Association believe that a child capable of reading the Hand-Book of Anglo-Saxon Orthography, may, in two quarters, study this book, and be in possession of some *five thousand* of the choicest Anglo-Saxon words, and their meaning. He will then be ready for the Hand-Book of the Gothic, Celtic, French, and Classic elements of the English language, which should be immediately taken up.

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DR. WISDOM

ON THE

SAXON PART OF OUR LANGUAGE.

THE address of Dr. Wisdom on English Grammar was soon followed by one of equal interest on the Saxon part of our language. Professor Cadmus, in a late communication to the Association, has kindly furnished an outline of it. Dr. Wisdom, he says, was induced to prepare and deliver the address by two facts, observed in his investigations in English Grammar: FIRST, that the *structure* and *idiom* of our language are Anglo-Saxon; SECOND, that its *few inflections* are derived from the same source. These facts led him to enforce the importance of paying greater attention to this part of our native tongue

DR. WISDOM ON THE SAXON PART OF OUR LANGUAGE.

Gentlemen, said Dr. Wisdom, it is a proud thing to have the English language for our native speech. Its structure is simple and massive, and its basis strong in all the elements of enduring power. Its history, to which I lately directed your attention, has taught you these things.

Recall its outlines, gentlemen. From the present, look back on the past. The English language now reigns over a vast territory—*United States, British Isles, Canada, Guiana, Jamaica, Guernsey, Jersey, Gibraltar, Liberia, Cape of Good Hope, Malta, India, and Australia*. Once, it was known only on the isle of *Thanet*. Its home was *Hanover* and *Westphalia*, on the Continent. Its wanderings were by the stormy Baltic, Caucasus, and distant Indus.

It covers this territory, gentlemen, as a mixed language. It is found on the Continent, and in those wanderings, as the Saxon tongue, a branch of the great Teutonic family. As such, it was introduced into England in A. D. 450. Six successive settlements established it on the island. It became a national language in A. D. 836. The Celtic speech, the original language of the British Isles, existed only in a few districts. New changes awaited our mother-tongue.



The Dane and Norwegian came in A. D. 827, altered its form, and brought in the Gothic element. The Norman-French conquered the Saxons in A. D. 1066, and engrafted the French element upon the native stock. Other changes followed. Latin and Greek words were freely introduced by the learned. Modern English arose in the time of Elizabeth—arose with the Anglo-Saxon element as the basis. To this element of our native speech, allow me to direct your attention.

Gentlemen, said Dr. Wisdom, the love of our mother-tongue should be strong as death. It is the speech of home and the heart, and contains treasures of sacred memory. Who can forget, or neglect it, and not wound the dearest interests of his nature?

The Anglo Saxon is our mother-tongue. The French portion of our language is associated with wrong and oppression. A few memories of taste relieve this picture of it. The Latin part belongs to arts, sciences and abstractions. The other elements, which enter into its composition, are puny exotics. It is otherwise with the ANGLO-SAXON. It forms the root, life, and beauty of the English language.

Gentlemen, continued the Doctor, I wish you would weigh this matter, and render a just verdict for our mother-tongue. The verdict, which I ask, is a PREFERENCE to the Latin and French portions of the English language in the education of our children. The grounds on which I ask this verdict are weighty and just.

1. THE EARLY WORDS OF HOME ARE ANGLO-SAXON. It furnishes us with the names of husband and wife, father and mother, son and daughter and child, brother and sister, friends and kindred, and home itself.

2. THE WORDS OF THE HEART ARE ANGLO-SAXON. Such are love, hope, sorrow, fear, tear, smile, blush, laughter, weeping, and sighing.

3. THE WORDS OF EARLY LIFE ARE ANGLO-SAXON. And who can overrate their power? The foundations of the mind are laid amidst the objects for which they stand, and their associations.

4. THE WORDS WHICH STAND FOR SENSIBLE THINGS ARE MAINLY ANGLO-SAXON: such, for instance, as the sun, moon, stars, water, earth, spring, summer, winter, day, night, heat, cold; and nearly all our bodily actions. These are the words adapted to childhood.

5. THE WORDS OF PRACTICAL LIFE ARE ANGLO-SAXON. The farmer, the merchant, the laborer and salesman use this part of our language. The names of their instruments are mainly Anglo-Saxon.

6. THE WORDS THAT MARK SPECIAL VARIETIES OF OBJECTS, QUALITIES, AND ACTIONS, ARE ANGLO-SAXON, and give peculiar weight and point to our language.

7. THE GRAMMAR OF THE ENGLISH LANGUAGE IS ANGLO-SAXON. Its *structure*, *idiom*, and *inflections* are derived from this source.

On these grounds I rest my claim for a preference of our mother-tongue as the basis of education in the English language. It is admirably adapted to childhood, and capable of producing results, affecting happily the mind, heart, and life of our children.

Dr. Wisdom continued: Counting on a verdict agreeable to these views, allow me now to make some suggestions on the study of orthography.

The *speaking* and *spelling* of our language are widely different. This is apparent to every reflecting mind. Indeed, the difference is so great that it is almost useless to give any rules. What is to be done? Shall we write as we spell? Shall we lop off every letter that does not enter into the pronunciation of the word? By no means. I would not tear away old associations, and efface the early records of the history of English mind, as seen in the form of our words. I would learn the *spoken language* by the EAR, and the *written language* by the EYE. This is a simple remedy for the evil, and the only certain way of acquiring oral and written speech.

I would teach the *GROWTH* of our language also, said Dr. Wisdom. The common practice is otherwise. Analysis is preferred to synthesis. I would reverse this order. I would begin with the *radical word*, show the process of *derivation* and *composition*, and point out the *exchanges* of one part of speech for another. In this way, the child would be introduced to the formation of his language. Indeed, he would form the language himself; and it would be to him as a living thing, because it would be the expression of his own mind. To make this mode of studying our language complete, I would always *link* the *words with the things* for which they stand, and reduce them to practice at once, by giving *instances*. I would also arrange them in families, or groups, under the leading *topics* of thought, and thus link them for ever to the objects to which they relate.

It remains, added Dr. Wisdom, to define the PLACE of the study of English orthography. There is danger of introducing it too early into the course of education. It should receive attention from the beginning; but its study, as such, should be commenced after the elements of English grammar have been mastered. And why? The study of orthography should embrace definition and the USE of words in sentences. Instances should complete every exercise. Now, these things cannot be attended to without some knowledge of grammar. *The noun must be defined by the noun, and the verb by the verb.*

Such, gentlemen, is our mother-tongue in outline. We are proud of it. If other languages are like the scimeter of Saladin, bright and keen, the Anglo-Saxon is like the mace of Richard, a thing of power. It is well used only by one man on this continent.

But, gentlemen, the Anglo-Saxon is not all the English language. The Gothic, Celtic, French, Latin, and Greek elements are invested with much

interest, and must be called up to your attention at no distant day. I am ambitious. I wish to hasten the dawn of a new era in education. The time is at hand, when the professor of the English language shall sit side by side with the doctors of Latin and Greek; but he shall do so on the condition of placing the old Anglo-Saxon above the classica, and making Alfred and Caedmon and Bede more honorable than Virgil and Homer. Gentlemen, our old mother-tongue has endured two captivities: one under the Norman-French, the other under the Latin and Greek. From the former, it was delivered under the reign of a king: from the latter, it is about to return under a president.

**FIRST PART.**

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**MATERIALS OF ANGLO-SAXON ORTHOGRAPHY.**



# HAND-BOOK

OF

## ANGLO-SAXON ORTHOGRAPHY.

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### INSTRUCTION I.

#### ORTHOGRAPHY.

THE word, *orthography*, is of foreign origin. It is derived from two Greek words, and means *correct writing*. If I spell, or write the word *rock*, for instance, the exercise is one in orthography.

The study of orthography is not a new one. It was commenced when the *first* word was spelled, or written, and has been pursued in some way or other ever since. Even while reading, it receives attention. The eye fixes the *forms* of words upon the mind, as it fixes the shapes of sensible objects.

The field or extent of this study is easily defined. It is WRITTEN WORDS. Orthography teaches us to write or represent the words of spoken language by certain marks, called letters. As such, it is a part of the study of language.

## INSTRUCTION II.

## LANGUAGE.

LANGUAGE is a familiar thing. It is known in the daily intercourse of life. The child uses it to tell his wants and hopes: the sage uses it to declare his opinions.

The word, *language*, is of Latin origin. It comes from the name of the *tongue*, because this organ is chiefly used in forming it. It is now the name of that system of sounds, or marks, by which we make known our thoughts. If I speak or write my thoughts about a rose or a book, the exercise is one in language.

The study of language is one of great interest. As far as we are able to judge, language, in the first instance, came from God. There was only one language in Eden. There are now about three thousand varieties of it upon the earth. Some of these are only spoken: others are both spoken and written. Some of the languages are written in *pictures*, others in *symbols*, and others still in *letters*. Among these, we find our own—the English language.

## INSTRUCTION III.

## THE ENGLISH LANGUAGE.

THIS is our native tongue. It is spoken by the English and their descendants in every part of the earth.

It is not the native language of the country, called England. It was imported from the North of Germany by the Angles and Saxons about 450 A. D. The name of the language, as well as the country of England, is derived from one of these tribes, the ANGLES.

The English language is now spreading fast over the earth. It has already won its way into all quarters of the globe. It is spoken in England, Scotland, and Ireland; Malta, Gibraltar, Guernsey, Jersey, Cape of Good Hope, India, Australia, New Zealand, Jamaica, Canada, and the United States.

#### INSTRUCTION IV.

##### THE ORIGIN OF THE ENGLISH LANGUAGE.

THE English language is not the native speech of England. It came from that part of Germany now known as Hanover. The Angles and Saxons introduced it into Britain, now called England, about A. D. 450. Since that time, it has undergone many changes, [and is now a mixed language.] It has received words from the French, Gothic, Spanish, Italian, Latin, Greek, and Hebrew languages. The Anglo-Saxon part is the basis. It is the *mother-tongue* of the present English.

The Gothic words are very much like the Anglo-Saxon. They are Danish, Swedish, Dutch, and German. Such are the words, *boor*, *sloop*, *schooner*, *waltz*.

The French words are quite numerous. They were introduced chiefly at the Norman conquest, A. D. 1066. Such are the words, *dépôt*, *bouquet*.

Words of Spanish origin are limited in number. From this source, we have *caste*, *platina*, *mosquito*.

Words of Italian origin belong chiefly to music and painting. Such are *piano-forte*, *stanza*, *sketch*, *solo*, *falsetto*.

The words derived from the Latin and Greek are quite numerous. They belong chiefly to the arts and sciences, and abstract qualities of things.



The Hebrew supplies us with a few words. Such are *ass*, *jubilee*, *Pharisee*, *Essene*, *Talmud*, and some others.

The different living languages, now on the earth, have supplied us with a variety of words. These have been introduced by commerce and travel. We may mention here the Celtic, Russian, Polish, Bohemian, Georgian, Persian, Arabic, Chinese, African, and native American languages.

#### INSTRUCTION V.

##### THE ANGLO-SAXON PART OF THE ENGLISH LANGUAGE.

THE name, *Anglo-Saxon*, is derived from the Angles and Saxons, German tribes, who began to settle in what is now called England, about A. D. 450. They drove out the old inhabitants, called Celts, if we except Wales and small portions of Scotland, Ireland, and England.

The Anglo-Saxon is truly our mother-tongue—truly the English language. The words, borrowed or introduced from the various living and dead languages, have been merely engrafted upon it and partake of its form and nature.

The Anglo-Saxon portion of our language includes about TWENTY-THREE THOUSAND words. Most of these are in common use.

1. *They are the early words of home.* Such are the names of father, mother, brother, sister, son, daughter, child, home.

2. *They are the names of our first feelings.* Such are the words love, hope, sorrow, fear, smile, blush, laugh, sigh, groan.

3. *The words of practical life are chiefly Anglo-Saxon.* They occur on the farm, in the shop, counting-house, and market. The tales of love and sorrow in every family are told in Anglo-Saxon words.

4. *The names of sensible objects*, such as first awaken the mind and are always with us, are Anglo-Saxon. Such are the names of the sun, moon, stars; earth, fire, water; spring, summer, winter; day and night; light, heat, and cold; land and sea; and many others.

#### INSTRUCTION VI.

##### WORDS.

WORDS form the materials of language. With these, we give shape to our thoughts and feelings. They become *vocal*, and touch the ear. They become *visible*, and please the eye.

Words are familiar and well-known things. They form part of our daily life, and, like fuel, feed the constant desire to talk. WORDS ARE SIGNS OF THINGS. When I speak or write the word, *rose*, you think at once of the flower for which it stands; the object is recalled, and seen and smelled again.

The English language, which is our native tongue, contains about SIXTY THOUSAND words.

#### INSTRUCTION VII.

##### WORDS ARE THE BEGINNING OF LANGUAGE.

LANGUAGE does not begin with the alphabet. Single sounds, such as are expressed by letters, are unknown to childhood. *Entire words*, like entire objects, fix attention. Their sound pleases the ear. Their form, when written, fixes the eye.

The child playing, or listening to household conversation, picks up *whole words* as he picks up whole pebbles and flowers in his early walks. Thus language begins—begins

with words. Simple sounds and letters are learned afterwards.

#### INSTRUCTION VIII.

##### THE KNOWLEDGE OF WORDS.

A WORD, like a sensible object, was the point of departure. Here the ear was attracted. Here the organs of speech were first exercised. As the child, at first, thinks little or nothing of the parts of things, so he thinks little of the parts of words. He knows not that they have parts. The whole *lamp* catches his eye. The whole words, *papa* and *mamma*, catch his ear. So his knowledge of words begins.

It begins with *whole words*. From a whole word, the child proceeds to a knowledge of its parts, *letters* and their *sounds*, or advances to new words formed from it.

Let us take, for instance, the word, *father*. He learns to divide it into two parts, *fa* and *ther*, and these again into the letters, *f*, *a*, *t*, *h*, *e*, *r*.

He learns also to join other words or parts of words to it, and form new ones. Thus, he forms *fathers*, *fatherlike*, *fatherhood*, *unfatherly*.

#### INSTRUCTION IX.

##### LETTERS AND SOUNDS.

THE SIXTY THOUSAND words that compose the English language are spoken with FORTY sounds, and written with TWENTY-SIX letters, or characters. These are called the ALPHABET.

The sounds and letters will now be presented at one view, under the heads of *vowels*, *diphthongs*, and *consonants*.

## I. VOWEL SOUNDS. There are TWELVE vowel sounds.

- |  |                           |
|--|---------------------------|
| 1. <i>a</i> as in father.                  | 7. <i>i</i> as in pin.    |
| 2. <i>æ</i> as in fat.                     | 8. <i>o</i> as in note.   |
| 3. <i>æ</i> as in fate.                    | 9. <i>o</i> as in not.    |
| 4. <i>a</i> or <i>aw</i> as in water, law. | 10. <i>oo</i> as in fool. |
| 5. <i>e</i> as in mete.                    | 11. <i>u</i> as in tube.  |
| 6. <i>e</i> as in met.                     | 12. <i>u</i> as in tub.   |

## II. DIPHTHONGS. There are FOUR diphthongs.

- |                           |                         |
|---------------------------|-------------------------|
| 1. <i>ou</i> as in house. | 3. <i>ew</i> as in new. |
| 2. <i>oi</i> as in boil.  | 4. <i>i</i> as in bite. |

## III. CONSONANTS. There are TWENTY-FOUR consonants.

- |                         |                            |
|-------------------------|----------------------------|
| 1. <i>w</i> as in woe.  | 13. <i>th</i> as in thin.  |
| 2. <i>y</i> as in ye.   | 14. <i>th</i> as in thine. |
| 3. <i>l</i> as in low.  | 15. <i>g</i> as in gun.    |
| 4. <i>m</i> as in man.  | 16. <i>k</i> as in kin.    |
| 5. <i>n</i> as in not.  | 17. <i>s</i> as in sin.    |
| 6. <i>r</i> as in ran.  | 18. <i>sh</i> as in shine. |
| 7. <i>p</i> as in pan.  | 19. <i>z</i> as in zeal.   |
| 8. <i>b</i> as in bin.  | 20. <i>zh</i> as in azure. |
| 9. <i>v</i> as in van.  | 21. <i>ch</i> as in chin.  |
| 10. <i>f</i> as in fan. | 22. <i>j</i> as in jest.   |
| 11. <i>t</i> as in tin. | 23. <i>ng</i> as in sing.  |
| 12. <i>d</i> as in din. | 24. <i>h</i> as in he.     |

If we look over the forty sounds of our language, as presented in this view of them, the twelve vowel sounds are represented by five letters, three of the diphthongs by two letters each, and one of them by one letter. The twenty-four sounds known as consonants are represented by eighteen letters. This is done by making *z* stand for two sounds, *th* for two, and *sh*, *ch* and *ng* for separate sounds. The letters *c*, *x* and *q* are of little or no use. *C* is represented by *k* *a*.

in words like *cake*, and by *s*, in words like *cider*: *x* is the same as *ks* or *gs*, and *q* is the same as *kw*.

## INSTRUCTION X.

## SYLLABLES.

MANY of the SIXTY THOUSAND words which compose the English language cannot be sounded at once. Such are words like *father*, *river*, *contentment*. They are broken into parts, called syllables; as, *fa-ther-ly*.

*A syllable is a word, or so much of one as can be sounded at once*; as, *man*, *riv-er*, *cheer-ful-ly*.

The division of words into syllables requires attention. It may be understood by attending to a few rules.

1. Two vowels are separated, when they do not form a diphthong: *li-on*, *cru-el*.

2. A single consonant is joined to the latter of two vowels: *fa-tal*, *pa-per*.

3. Two consonants coming between two vowels are commonly separated: *car-man*, *bar-ter*, *con-tents*.

4. Three or more consonants coming between two vowels are not separated, if the first vowel is *long*: *de-throne*, *a-thwart*.

5. Three or more consonants are separated when they cannot be readily sounded together: *trans-gress*, *ab-tract*.

6. Terminations are commonly separated: *teach-er*, *fish-er*.

## INSTRUCTION XI.

## QUANTITY.

THE voice, in sounding letters, syllables, or words, may be prolonged or shortened. This is called quantity.

*Quantity is length of voice, as heard in vowels and syllables.*

A vowel is long when it is allowed to vanish away; as, *Ca-to, fa-ther*. It is short when part of its sound is cut off; as, *fat, bit, at*.

A syllable is long when the voice, in sounding it, is prolonged; as, *feet, sit, shut*. It is short when the voice is hurried over it; as, *bat-ter, in-com-pat-i-ble*.

Quantity requires constant attention. It gives a pleasing variety to conversation and reading. But it is seldom observed. The signs of quantity are  $\smile$ ,  $\text{—}$ , as in *pre-sûme*.

## INSTRUCTION XII.

### ACCENT.

THE voice, in sounding words of more than one syllable, varies its *force*. It is *stronger* on one syllable than on another. This is called accent. *Accent is force of voice on one or more syllables of a word*. It is observed on the syllable *ty* in *ty-rant*, and the syllable *sume* in the word *pre-sume*.

Accent is very important. It gives a pleasing variety to the sound of a word, and in many cases, even fixes its meaning. Its sign is  $\text{'}$ . This is called the acute accent. The other accents are of no moment in this place.

Its importance is seen in the change which it produces in some words. Thus:

*Aú-gust*, the name of a month.

*Mín-ute*, sixty seconds.

*Dés-ert*, a wilderness.

*Au-gúst*, the quality of a person.

*Mi-núte*, small.

*De-sért*, what one deserves.

## INSTRUCTION XIII.

### ORTHOEPY AND ORTHOGRAPHY. .

THE words of our language may be either spoken or written. In the one case, they are addressed to the ear; in

the other case, to the eye. *They appear as audible or visible things.* To make them audible is the province of orthoëpy: to make them visible is the work of orthography.

Orthoëpy is derived from two Greek words, and means *correct speaking*. It teaches us the spoken word; its sounds, syllables, and accents. If I sound the word, *minute*, it is an exercise in orthoëpy.

Orthography is derived from two Greek words, and means *correct writing*. It teaches us the written word; its letters, syllables, and accents. If I spell or write the word, *de-sért*, it is an exercise in orthography.

#### INSTRUCTION XIV.

##### ETYMOLOGY.

It is not enough to be able to speak and write words. We wish to know their *origin*, and the changes through which they have passed, or their history. Etymology tells us about these things.

Etymology is derived from two Greek words, and means the *true account of a word*. It treats of the descent of words, and their changes of form. As such, it introduces us to knowledge of the first importance. An instance will explain the whole subject. The word, CHILD, is an original one, and means issue, or what is produced. From this word, others are formed; as, *children*, *childhood*, *childlike*, *childish*, *childishly*. They differ from it in form and meaning. To point out such differences, and mark the true descent of words, is the business of etymology.

Another instance: I take the word, *ungodly*. I remove the part, *ly*, which means like, and the part, *un*, which means not. Thus is left the complete word, *God*, which is an original one, and comes from the Saxon. It means good.

This is etymology, since it gives a true account of the word, *ungodly*, its changes of form, descent, and meaning.

#### INSTRUCTION XV.

##### RADICAL AND DERIVATIVE WORDS.

IN seeking the origin of words, we find some that are not derived from other words, and some that are. We find RADICAL and DERIVATIVE words.

The term, *radical*, is taken from the Latin, and means *belonging to the root*. As the root gives rise to the stem and branches, so do certain words give rise to others. *Care*, for instance, is a word of this class; and from it are derived the words *careful*, *careless*, *carelessly*, and others. It is a radical word.

*A radical word is one that gives rise to others.* *Man* is such a word, as it is the source from which *manly*, *unmanly*, *manlike*, and others, are derived.

The term, *derivative*, is taken from the Latin, and means *tending from a source*, as a stream from its fountain. As streams are derived from fountains, so are some words derived from other words. *Thoughtless* is a word of this class, as it is derived from the word, *thought*. It is a derivative word.

*A derivative word is one that has its origin in some other word.* *Ungodly* is such a word, as it has its origin in the word, *God*.

#### INSTRUCTION XVI.

##### THE COMPOSITION OF WORDS.

WORDS are brought together in speech to express our feelings. We speak of a black berry, a black bird, a red bird. Words are also *joined*, and form new ones. This is the com-



POSITION of words. Fox-hunter, sea-sick, black-bird, and father-land, are produced by composition.

*The composition of words is the union of two or more words to form a new one.* The word, thus formed, is called a compound one; and the words from which it is formed, are known as simple words.

*A simple word is one that is not combined with another.* Ship, wreck, watch, maker, tea, cup, are simple words.

*A compound word is one that is formed from two or more simple words by combination.* Ship-wreck, watch-maker, tea-cup, cock-crowing, are compound words.

#### INSTRUCTION XVII.

##### THE DERIVATION OF WORDS.

VAST numbers of the words of the English language are derived from other words. Their descent is easily traced, and their origin pointed out. An instance will explain this. If we examine the word, *unmindful*, it will be seen at once that we can take away the parts, *un*, and *ful*, and there will still remain the word, *mind*. We say, then, that *unmindful* is derived from *mind*, by the addition of *un* and *ful*. This is an exercise in derivation.

The word, *derivation*, is from two Latin words, meaning *from a stream*. It treats of the descent of words from their sources in other words, and points out the manner in which they arise, as a traveller would point out the course of rivers, and trace them to fountains in the remote table-lands. It directs our attention to two classes of words, radical and derivative, as composition directed it to two classes, simple and compound.

*A radical word is one that gives rise to other words.* Child, man, and book are radical words.

*A derivative word is one that has its origin from another word. Manly is a derivative word, and has its origin from man.*

## INSTRUCTION XVIII.

## THE MANNER OF DERIVATION.

How is one word derived from another? This is a useful question, and should be carefully studied.

Derivation takes place in three ways: by TERMINATIONS, by SUFFIXES, and by PREFIXES.

*A termination is a letter or letters added to the end of a word to vary its meaning. The s in fathers, and the er in wiser, are terminations. A termination shows the relation of one word to another.*

*A suffix is a letter or letters placed at the end of a word to form a new one. Less, in childless, and hood, in childhood, are suffixes.*

*A prefix is a letter or letters placed before a word to form a new one. A, in abroad, and mis, in misguide, are prefixes.*

Terminations, suffixes, and prefixes answer the same purposes in a family of words as christian names in a family of persons. They mark the individuals.

## INSTRUCTION XIX.

## TERMINATIONS.

MANY derivative words are formed by terminations. The addition of a letter or letters changes the form of the radical word, and varies its meaning.

The Anglo-Saxon terminations are as follows: *s, n, r, st, res, ster, st, th, and ed.* These may be considered under the heads of number, case, comparison, gender, person, and tense.

## INSTRUCTION XX.

## TERMINATIONS THAT MARK NUMBER.

## S, ES, EN, AND A CHANGE OF VOWEL.

THE names of single things are changed into the names of two or more things by certain terminations. These are *s*, *es*, and *en*. A change of vowel, in some cases, answers the same purpose: man, men.

If the word ends in *f*, the *f* is changed into *v* before *es*: loaf, loaves. If it ends in *y*, the *y* is changed into *i*: lady, ladies.

## EXERCISE.

S.	{	SPADE, a tool to dig with.
		SPADES, two or more tools to dig with.
		PLOUGH, a tool to turn up the soil.
		PLOUGHS, two or more tools to turn up the soil.
ES.	{	Box, a chest or case.
		Boxes, two or more chests.
		Dish, a broad, open vessel.
		Dishes, two or more broad, open vessels.
EN.	{	Ox, a domestic animal.
		Oxen, two or more domestic animals.
		Foot, the lower part of the leg.
		Feet, two or more lower parts of the leg.
Change of Vowel.	{	MAN, a human being full grown.
		Men, two or more human beings full grown.

## INSTRUCTION XXI.

## TERMINATIONS THAT MARK CASE.

's, '.

THE names of persons and things become the names of possessors by certain terminations. These are 's, '.

The termination 's consists of two parts, the *s* and the *'*.

mark ', called apostrophe, which marks the absence of a vowel: *Smithas* hat, *Smith's* hat.

The termination ' is used in the plural, when the word ends in *s*: *trees's*, *trees'*. The *s* after the apostrophe is dropped, because there would be too much of the hissing sound if it was retained.

# EXERCISE.

<b>P.</b> {	<b>Possession.</b>	The <b>BOY's</b> book, or the book that belongs to the boy.
		The <b>MEN's</b> spades, or the spades owned by the men.
		The <b>TREES'</b> leaves, or the leaves belonging to the trees.
		The <b>OXEN's</b> horns, or the horns possessed by the oxen.
		The <b>SHIPS'</b> sails, or the sails belonging to the ships.

## INSTRUCTION XXII.

### TERMINATIONS THAT MARK SEX.

#### ESS, AND STER.

THE names of some male animals and persons are changed into the names of female animals or persons by certain terminations. These are *ess*, and *ster*.

# EXERCISE.

<b>ESS.</b>	<b>A</b> <i>female.</i>	<b>LION</b> , a male animal of the cat tribe.
		<b>LIONESS</b> , a female animal of the cat tribe.
	<b>A</b> <i>female,</i> <i>also one</i> <i>who</i> <i>guides.</i>	<b>POET</b> , a male person who writes verse.
		<b>POETESS</b> , a female person who writes verse.
<b>STER.</b>	<b>A</b> <i>female,</i> <i>also one</i> <i>who</i> <i>guides.</i>	<b>SPINSTER</b> , a female person who spins.
		<b>SONGSTRESS</b> , a female person who sings.
		<b>TEAMSTER</b> , one who guides a team.

## INSTRUCTION XXIII.

## TERMINATIONS THAT MARK COMPARISON.

R, ER, ST, EST.

THE names of qualities undergo some change of form. Certain terminations are added that change their form and meaning. These are *r* or *er*, which means *more*; *st* or *est*, which means *most*. The termination *r* or *er* means the *relation* between two things expressed by *more*; and the termination *st* or *est* means the relation between many, expressed by *most*.

## EXERCISE.

R. ER.	{ More.	WISE, having knowledge.
		WISER, having more knowledge than another.
		FAIR, comely.
		FAIRER, more comely than another.
		NARROW, having little breadth.
ST. EST.	{ Most.	NARROWER, having less breadth than another.
		SAFE, secure from harm.
		SAFEST, most secure of all from harm.
		STOUT, strong.
		STOUTEST, the strongest of all.
EST.	{	BROAD, having much width.
		BROADEST, having the most width of all.

## INSTRUCTION XXIV.

## TERMINATIONS THAT MARK THE PERSONS OF VERBS.

T, ST, S, TH.

VERBS form a very large class of words. They always declare something. They do so of the *first person*, or speaker; the *second person*, or one spoken to; the *third person*, or one spoken of. To do so, they undergo some change of form by taking the terminations *t*, *st*, *s*, *th*.

EXERCISE.

T.	{	Am : I, the speaker, exist.
		Art: thou, the person spoken to, existest.
		Was : I, the speaker, did exist.
		Wast: thou, the person spoken to, didst exist.
		Shall: I, the speaker, determine.
		Shalt: thou, the person spoken to, determinest.
		Will: I, the speaker, purpose.
		Wilt: thou, the person spoken to, purposest.
		Love: I, the speaker, delight in something.
		Lovest: thou, the person spoken to, delightest in something.
ST.	{	Speak: I, the speaker, make sounds.
		Speakest: thou, the person spoken to, makest sounds
		Walk: I, the speaker, move with my feet.
S.	{	Walks, or walketh: he, the person spoken of, moves with his feet.
		Write: I, the speaker, make marks.
TIL	{	Writes: writeth, he, the person spoken of, makes marks.
		Ride: I, the speaker, move on horseback.
		Rides: rideth, he, the person spoken of, moves on horseback

INSTRUCTION XXV.

TERMINATIONS THAT MARK THE TENSE OF VERBS.

D, ED, OR CHANGE OF VOWELS.

VERBS declare something at different times. Sometimes they declare it *now*, at other times, *before now*. To do so, they undergo some change of form, by taking the termination *d* or *ed*, or changing a vowel.

EXERCISE.

D. ED.	{	Live, to have life <i>now</i> .
		Lived, had life <i>before now</i> .
		Walk, to move with the feet <i>now</i> .
		Walked, did move with the feet <i>before now</i> .
		Hope, to expect something <i>now</i> .
		Hoped, did expect something <i>before now</i> .

SPEAK, to utter sounds *now*.

*Change of Vowels.* SPOKE, did utter sounds *before now*.

WRITE, to make marks *now*.

WROTE, did make marks *before now*.

#### INSTRUCTION XXVI.

##### SUFFIXES.

VAST numbers of the derivative words of the English language are formed by suffixes.

The word, *suffix*, is derived from two Latin words, and means *that which is fastened upon*. Like, in the word *father-like*, is a suffix, and is fastened on to the word *father*.

A *suffix* is a letter or letters added to the end of a word to form a new one. It changes the form of the radical word, and gives us a new one with a new meaning.

The Anglo-Saxon suffixes are as follows: *kin, ock, ling, ie, en, ish, ness, hood, head, dom, ship, ric, age, ly, like, wise, less, some, ful, ing, en, ward, n, y, er*.

#### INSTRUCTION XXVII.

##### DIMINUTIVE SUFFIXES.

##### KIN, OCK, LING, IE

The suffixes, *kin, ock, ling*, and *ie*, are called diminutives, because they lessen the meaning of the words after which they are placed. They mean *small* and *dear*.

EXERCISE.

KIN.	<i>Small and dear.</i>	LAMB, a young sheep.
		LAMBkin, a small young sheep.
		PIPE, a clay tube with a bowl.
		PIPKin, a small earthen boiler.
HILL, an elevation of land.		
OCK.		HILLOCK, a small elevation of land
BULL, the male of the ox tribe.		
BULLock, a small male of the ox tribe.		
DUCK, a water fowl.		
LING.		DUCKling, a small or young water fowl.
LORD, a master or ruler.		
LORDling, a small or little ruler.		
LASS, a young country girl.		
LASSie, a small young country girl.		
IE.		LADY, a noble woman.
LADie, a small and dear noble woman.		

The suffix, *ie*, is used only in the Lowlands of Scotland, and in some kinds of poetry.

INSTRUCTION XXVIII.

MORE DIMINUTIVE SUFFIXES.

EN, AND A CHANGE OF VOWEL.

A change of vowel is a common way of forming derivative words. In a few instances, this change lessens the meaning of the radical word, and is a diminutive suffix; as, *kit* from *cat*.

EXERCISE.

EN.	{	<i>Small.</i>	COCK, a male barn-yard fowl.
			CHICKEN, a small or young barn-yard fowl.
			CAT, a four-footed animal of the tiger tribe.
			KITTEN, a little or young cat.
Change of Vowel.	{	<i>Small.</i>	CAT, a four-footed animal of the tiger tribe.
			KIT, a little or young cat.
			GOAT, a four-footed animal like the sheep.
			KID, a little or young goat.
			TOP, the highest part of anything.
			TIP, the smallest point of the top.



## INSTRUCTION XXIX.

## THE SUFFIX, ISH.

THE suffix, *ish*, is an important one, and forms a large class of diminutive words. It has *three meanings*.

*Ish*, added to *adjectives*, means *somewhat*, or a small degree of the quality: white, *whitish*.

*Ish*, added to *proper names*, denotes *possession*: English, Danish, Swedish.

*Ish*, added to *common names*, means *partaking of*: fool, *foolish*; brute, *brutish*.

## EXERCISE.

ISH.	{		GREEN, a color.
		<i>Somewhat.</i>	GREENish, somewhat green.
			DARK, want of light.
			DARKish, somewhat dark.
			DANE, an inhabitant of Denmark.
	{	<i>Possession.</i>	DANISH, belonging to the Dane.
			SWEDE, an inhabitant of Sweden.
			SWEDISH, belonging to the Swede.
			FOOL, one void of sense.
	{	<i>Partaking of.</i>	FOOLish, partaking of the nature of a fool.
			ROGUE, a dishonest fellow.
			ROGUEish, partaking of the nature of a rogue.

## INSTRUCTION XXX.

## THE SUFFIX, NESS.

THE suffix, *ness*, forms about THIRTEEN HUNDRED derivative words, and has *three meanings*.

It is added to *adjectives*, and forms names that denote the *quality or state* of the adjectives: good, *goodness*; wide, *wideness*.

EXERCISE.

NESS.	Quality of.	HARD, firm to the touch.
		HARDNESS, the quality of being firm.
		SMOOTH, even to the touch.
		SMOOTHNESS, the quality of being even.
		WICKED, evil in heart or practice.
		WICKEDNESS, the state of being evil.
		CRUDE, raw or rough.
		CRUDENESS, the state of being raw or rough.
		CAREFUL, full of care.
	State of.	CAREFULNESS, the state of being full of care.
		ROGUISH, partaking of a rogue.
		ROGUISHNESS, the state of partaking of a rogue.
		MANLY, like a man.
		MANLINESS, the state of being like a man.
		TOILSOME, somewhat wearisome.
		TOILSOMENESS, the state of being somewhat wearied.
		FROWARD, wilful disobedience.
		FROWARDNESS, the state of wilful disobedience.
		HEALTHY, a sound state.
		HEALTHINESS, the state of being sound.

INSTRUCTION XXX.

THE SUFFIX, HOOD.

THE suffix, *hood*, is one of much interest. It is derived from a word which means to *ordain* or *place a thing*. Its common meanings are, *state*, *quality*, and *condition*.

*Hood* is added to certain names, and means *state*: boy, *boyhood*; man, *manhood*.

*Hood* is added to the names of persons in office, and means *condition*: priest, *priesthood*.

*Hood* is added to adjectives, and means the qualities which they express: hardy, *hardihood*.

## EXERCISE.

HOOD.	State.	WOMAN, the female of the human race.
		WOMANHOOD, the state of the female of the human race.
		MAN, the male of the human race.
		MANHOOD, the state of the male of the human race.
	Condition.	KNIGHT, a man of military rank.
		KNIGHTHOOD, the condition of a man of military rank.
		PRIEST, one who waits on the altar.
		PRIESTHOOD, the condition of one who waits on the altar.
	Quality of.	LUSTY, stout or strong.
		LUSTHOOD, the quality of being stout.
		LIKELY, like truth.
		LIKELIHOOD, the quality of being like the truth.

## INSTRUCTION XXXII.

## THE SUFFIX, HEAD.

THIS suffix is derived from a word which means to *heave*, and then that which is *high*. It denotes the *nature* of a thing.

## EXERCISE.

HEAD.	Nature of.	GOD, the Supreme Being, Creator.
		GODHEAD, the nature of the Supreme Being.
		HARDY, bold, daring.
		HARDHOOD, the nature of being bold.
		MAIDEN, an unmarried woman.
		MAIDENHEAD, or <i>hood</i> , the nature of an unmarried woman.

## INSTRUCTION XXXIII.

## THE SUFFIX, DOM.

THE suffix, *dom*, is of doubtful origin. It is likely derived from a Saxon word, which means *law*, or *rule*. Its common meanings are, *dominion*, *state*, or office, *quality* and *act*.

## EXERCISE

DOM.	Dominion.	DUKE, a nobleman.
		DUKEDOM, the dominions of a duke.
		KING, the supreme ruler of a nation.
		KINGDOM, the dominions of a king.
	State.	FREE, without restraint.
		FREEDOM, the state of being free.
		THRAL, slavery.
		THRALDOM, the state of slavery.
	Quality.	WISE, having knowledge.
		WISDOM, the quality of being wise.
Act.		MARTYR, one put to death for his cause.
		MARTYRDOM, the act of putting one to death for his cause.

## INSTRUCTION XXXIV.

## THE SUFFIX, SHIP.

*Ship* forms an interesting class of derivative words. It is derived from a Saxon word, which means *make*, or *shape*. Its common meaning now is, *state*, or *office*.

## EXERCISE

SHIP.		FRIEND, one attached to another by love.
		FRIENDSHIP, the state of being attached by love to another.
		SON, a male child.
		SONSHIP, the state of a son.
	State or Office.	COURT, to seek favor.
		COURTSHIP, the state of seeking favor.
		WORKMAN, one who labors.
		WORKMANSHIP, the state or character of the work.
		KING, one who rules as the head of a nation.
		KINGSHIP, state of a supreme ruler.

## INSTRUCTION XXXV.

## THE SUFFIXES, RIC AND AGE.

*Ric* is used in a few cases. It comes from a Saxon word which means *rich*, or *powerful*. This is still its meaning after

names of persons; as, *Frederic*. It commonly denotes of *fice*, or rank; also, *dominions*.

*Age*, as a suffix, means *state*, or rank; also, *dominions*.

## EXERCISE.

RIC.	{	<i>Office, or rank.</i>	BISHOP, an officer who oversees the church.
			BISHOPRIC, the office of a bishop.
AGE.	{		PUPIL, a scholar.
		<i>State, or rank</i>	PUPILAGE, the state of a scholar.
			PEER, a nobleman.
			PEERAGE, the state or rank of a peer.

## INSTRUCTION XXXVI.

## THE SUFFIXES, LY, LIKE, WISE.

*Ly* and *like* are different forms of the same suffix. They are derived from a Saxon word, and mean *like*. They express *resemblance*, and sometimes *manner*. *Wise* is a Saxon word, and means *manner*.

## EXERCISE.

LY.	{		MAN, the male of the human species.
			MANLY, like a man.
			FRIEND, one attached to another by love.
			FRIENDLY, like a friend.
LIKE.	{	<i>Resemblance, or Manner.</i>	WOMAN, the female of the human species.
			WOMANLIKE, like a woman.
			COLD, not warm to the touch.
			COLDLY, in a manner cold.
WISE.	{		RUDE, rough, not refined.
			RUDELy, in a manner rude, or a rude manner.
			LIKE, equal in some way.
			LIKEWISE, in like manner.

INSTRUCTION XXXVII.

THE SUFFIXES, LESS AND SOME.

*Less* is a common suffix. It comes from a word which means to *loose* or *separate*. Its common meaning is *without*, *wanting something*.

*Some* is derived from a Saxon word, denoting a *certain quantity*. Its sense, in common usage, is *quantity* in a greater or less degree.

EXERCISE.

LESS.	{	CASH, ready money.
		CASHless, without ready money.
		Without. FRUIT, what is produced by the earth.
		FRUITless, without fruit.
SOME.	{	BLITH, cheerful.
		BLITHesome, somewhat cheerful.
		Somewhat. GLAD, joyous.
		GLADsome, somewhat joyous.
		METTLE, spirit, ardor.
		METTLESome, somewhat spirited.

INSTRUCTION XXXVIII.

THE SUFFIX, FUL.

THE suffix, *ful*, is of Saxon origin. It is derived from a word which means *complete*. It commonly means *abounding in*.

EXERCISE.

FUL	{	HOPE, the expectation of future good.
		HOPEful, abounding in hope.
		Abound- FRUIT, the productions of the earth.
		ing in. FRUITful, abounding in fruit.
		CARE, toil, or anxiety.
		CAREful, abounding in care.

## INSTRUCTION XXXIX.

## THE SUFFIX, ING.

*Ing* is an important suffix, and forms a large class of derivative words. It commonly means *tending to* or *continuing to*: laugh, laughing; shame, shaming.

## EXERCISE.

ING.	Tending to.	CLEANSE, to make clean.
		CLEANSING, tending to make clean.
		AMUSE, to please, or entertain.
		AMUSING, tending to amuse.
	Continuing to.	WALK, to move with the feet.
		WALKING, continuing to move with the feet.
		WRITE, to make marks with a pen.
		WRITING, continuing to make marks with a pen.

## INSTRUCTION XL.

## THE SUFFIXES, WARD, ERN.

*Ward*, as a suffix, is added to nouns and forms adverbs. It is derived from a word which means to *turn to*. Its common meaning is *towards*, *in a certain direction*. *Ern* is a Saxon suffix, and has the sense of *place*.

## EXERCISE.

WARD.	Towards.	HOME, the place where one lives.
		HOMeward, towards home.
		HEAVEN, the place overhead, the sky, the place of God's throne.
		HEAVENward, towards heaven.
ERN.	Place.	NORTH, a point in the heavens.
		NORTHward, towards the north.
		EAST, the point of the heavens where the sun rises.
		EASTern, the place of the rising of the sun.

## INSTRUCTION XLI.

## THE SUFFIX, N, EN.

THIS suffix is derived from an old Saxon word, and has the sense of *giving* or *bestowing*. In its common usage, it has two meanings. It is added to nouns to make adjectives, and means *made of*. It is added to adjectives to make verbs, and means to *make*.

## EXERCISE.

N, EN.	{		OAK, a tree, or a certain wood.
		<i>Made of.</i>	OAKEN, made of oak.
			SILK, the thread produced by a worm.
			SILKEN, made of silk.
	{		SOFT, yielding to the touch.
		<i>To make.</i>	SOFTEN, to make soft.
			BLACK, a color.
			BLACKEN, to make black.

## INSTRUCTION XLII.

## THE SUFFIX, Y.

THIS suffix is of Saxon origin, and has the sense of *holding* or *possessing*. It has now three meanings: *little*, *place where*, and *quality*. Baker, bakery, and might, mighty, are instances.

## EXERCISE.

Y.	{	<i>Little &amp; dear.</i>	BABE, a young child.
			BABY, a little young child.
			NURSE, to nourish as a babe. }
			NURSER, one who nourishes. }
	{	<i>Place where.</i>	NURSERY, the place where a child is nursed.
			FISH, to take fish. }
			FISHER, one who takes fish. }
			FISHERY, the place where fish are taken.
		<i>Quality of.</i>	MIGHT, power.
			MIGHTY, the quality of power.
			CRAFT, cunning.
			CRAFTY, the quality of cunning.



## INSTRUCTION XLIII.

## THE SUFFIX, ER.

*Er* is an important suffix, and forms a large number of words that are names of agents. It has the sense of *agent*, or *doer*.

## EXERCISE.

ER.	{		Plough, to turn up the soil with the plough.
			Plougher, one who turns up the soil with a plough.
		Agent, or	Slumber, to sleep.
		Doer ;	Slumberer, one who sleeps.
		one who.	Mow, to cut with a scythe.
			Mower, one who cuts with a scythe.

## INSTRUCTION XLIV.

## PREFIXES.

DERIVATIVE words are formed by prefixes, as well as suffixes and terminations. *Misguide* is an instance.

The word, PREFIX, is derived from two Latin terms, meaning *to fasten on before*. It is the name of the letter or letters which we place before radical words to form derivative ones. *Mis*, in the word *misguide*, is a prefix, because it is fastened on before the radical word, *guide*.

The prefixes are as follows: *a*, *be*, *for*, *to*, *mis*, *out*, *in*, *of* or *off*, *over*, *under*, *with*, *mid*, *un*, *in* or *em*, *on*, *up*, *down*, *n*.

## INSTRUCTION XLY.

## THE PREFIX, A.

THE prefix, *a*, as it appears in English, has a twofold origin. In one case, it is derived from a word that has the force of *did*. It adds *force* to the meaning of the word to which it is added: *drift*, *adrift*. In the other case, it comes from a word, meaning *on* or *upon*: *bed*, *abed*.

EXERCISE

A.	Did	RISE, to raise oneself.
		ARISE, to stand up.
		WAKE, to rouse from sleep.
		AWAKE, to rouse up from sleep.
	On	BED, a couch to sleep on.
		ABED, on or in the bed.
		LOFT, an elevation.
		ALOFT, on an elevation, above.

INSTRUCTION XLVI.

THE PREFIX, BE.

THE prefix, *be*, comes from a root which means to *press close or near*. Its common meanings are, *nearness, closeness, on, and by*.

EXERCISE

BE.	By, on.	DECK, to clothe.
		BEDeck, to clothe with taste.
		SET, to place.
		BESet, to place on or about.
		COME, to draw nigh.
		BECOME, to come on, or into.
		DROP, to fall in drops.
		BEDROP, to fall on, or over, in drops.

INSTRUCTION XLVII.

THE PREFIXES; FOR, TO.

*For*, as a prefix, has a twofold origin and meaning. It is derived, in one case, from a word, the sense of which is, *to go forth, or away*: *bid, forbid*. In the other case, it comes from a word, meaning *before*: *forward, forlie*.

## EXERCISE.

FOR.	{	<i>Forth, away.</i>	BEAR, to carry.
			<i>FORBEAR</i> , to carry forth, or away.
	{	<i>Before.</i>	GIVE, to bestow.
			<i>FORGIVE</i> , to give away, or out of sight.
TO.	{	<i>Before.</i>	LIE, to lay.
			<i>FORLIE</i> , to lie before.
	{	<i>Before, at, now.</i>	DAY, the time the sun is visible.
			<i>TO-DAY</i> , the present time the sun is visible.
			<i>TOGETHER</i> , in company with.

## INSTRUCTION XLVIII.

## THE PREFIX, MIS.

*Mis* is one of our most striking prefixes. It comes to us from a word which means to *fail*, or *err*. It has, in common usage, the sense of the word, to *miss*. The prefix, *mis*, has two meanings. The one is, *wrong*; as in *mistake*, to take wrong. The other is, *not*; as in *mislike*, not to like.

## EXERCISE.

MIS.	{	<i>Wrong, amiss.</i>	SHAPE, to give form to a thing.
			<i>MISSHAPE</i> , to shape wrong, or fail of the right shape.
			CALL, to name.
			<i>MISCALL</i> , to name wrong.
			SEEM, to appear or become.
	{	<i>Not.</i>	<i>MISSEEM</i> , not to become.
			TRUST, to confide in.
			<i>MISTRUST</i> , not to confide in.
			BESEEM, to suit or fit.
			<i>MISESEEM</i> , not to fit.

## INSTRUCTION XLIX.

## THE PREFIXES, OUT, IN, OF OR OFF.

*Out* and *in* are of Saxon origin. *Out* comes from a word that means *beyond*. It has two meanings, *beyond* and *with-*

*out.* *In* has its origin in a word which means to *inclose*. Its sense, in common usage, is *within*, as opposed to *without*.

## EXERCISE.

OUT.	{	<i>Beyond, without.</i>	WEIGH, to be heavy.
			OUTWEIGH, to be heavy beyond another.
			WATCH, to guard.
			OUTWATCH, to guard beyond another.
			WALL, a defense.
IN.	{	<i>Within.</i>	OUTWALL, the wall without.
			BREED, to produce.
			INBREED, produced within.
			BOARD, the cover of a vessel.
			INBOARD, within board.
OF,	{	<i>Out of, from.</i>	SET, a shoot.
OFF.			OFFSET, a shoot <i>from</i> an old plant.

## INSTRUCTION L.

## THE PREFIXES, OVER, UNDER.

*Over* is a simple prefix. It has its origin from a word which means to *pass*, and then to *pass over*. It has two meanings, *above* and *across*, or *beyond*: leap, *overleap*; look, *overlook*.

## EXERCISE.

OVER.	{	<i>Above.</i>	LOOK, to view with the eye.
			OVERLOOK, to view above.
			COUNT, to rate or reckon.
			OVERCOUNT, to rate above value.
			PASS, to go by.
UNDER.	{	<i>Across or beyond. Below or beneath.</i>	OVERPASS, to go across.
			GROW, to increase in size.
			OVERGROW, to grow beyond what is fit.
			WRITE, to form letters.
			UNDERWRITE, to form letters under something else.

## INSTRUCTION LI.

## THE PREFIX, WITH, MID.

THE prefix, *with*, comes from a word which means to press and then *join*. Its common sense is *against*: hold, *with*-hold.

## EXERCISE.

WITH.	{		STAND, to be firm.
			<i>With</i> STAND, to stand against.
			DRAW, to take out.
		<i>Against.</i>	<i>With</i> DRAW, to take from, draw against.
MID.	{		HOLD, to possess or retain.
			<i>With</i> HOLD, to possess against.
		<i>Middle,</i>	DAY, the time the sun is visible.
		<i>or with.</i>	<i>Mid</i> DAY, the middle of the time he is visible—noon.

## INSTRUCTION LII.

## THE PREFIXES, UN, IN, ON.

*Un* has two meanings, which require attention. When placed before adjectives, it has the sense of *not*: able, *un*-able. When placed before some verbs, it gives them the OPPOSITE SENSE: bend, *un*bend; twist, *un*twist.

*In* has also two meanings as a Saxon prefix. It means *within*: case, *in*case. It means, in some cases, *more*, *in*-creasing the sense of the word to which it is joined: close, to shut; *in*close, to shut around.

## EXERCISE.

UN,	{		ABLE, having power.
		<i>Not.</i>	<i>Un</i> ABLE, not having power.
			BIND, to tie with care.
			<i>Un</i> BIND, to untie or loose.
		<i>Aback.</i>	TWIST, to unite by winding.
			<i>Un</i> twist, to separate by unwinding.
			BEND, to work by straining.
			<i>Un</i> BEND, to bend back again.

IN, EM.	{	<i>Within.</i>	BRED, produced.
			<i>INBRED</i> , produced within.
ON.	{	<i>Upon.</i>	BORN, brought forth.
			<i>INBORN</i> , brought forth within.
			SET, fixed position.
			<i>ONSET</i> , an attack upon an enemy.

### INSTRUCTION LIII.

#### THE PREFIXES, UP, DOWN.

*Up* and *down*, as prefixes, are easily understood. They are opposed to each, *up* having the sense of *aloft*, and *down*, the sense of *below*: bear, *upbear*, *downbear*.

#### EXERCISE.

UP.	{	<i>Aloft.</i>	LIFT, to raise by force.
			<i>UPLIFT</i> , to raise aloft by force.
DOWN.	{	<i>Below.</i>	BEAR, to carry.
			<i>UPBEAR</i> , to carry aloft.
			CAST, to throw.
			<i>DOWNCAST</i> , thrown below.
			RIGHT, straight.
			<i>DOWNRIGHT</i> , straight down, or below.

### INSTRUCTION LIV.

#### THE PREFIX, N.

THE prefix, *n*, is used in a few cases, and always has the sense of *not*—a privative meaning. It gives an opposite sense to the word to which it is added.

#### EXERCISE.

N.	{	<i>Not.</i>	EITHER, one of two.
			<i>NEITHER</i> , not one of the two.
			EVER, always, all time.
			<i>NEVER</i> , not any time.

## INSTRUCTION LV.

## THE CLASSIFICATION OF WORDS.

**THERE** is a likeness or resemblance in words as well as in other things. It is easily traced in the **FORM** of such words as *boyhood*, *girlhood*, *manhood*, and *priesthood*; in the **ORIGIN** of words like *fathers*, *fatherly*, *fatherhood*, and *fatherlike*. It is also seen in the **KINDS** of words, as names of things, *rock*, *tree*, *river*, or names of qualities, *white*, *wise*, *good*. This likeness leads us to group words together. The exercise is one in classification, and is very useful.

*The classification of words is the arranging of them in families, according to their resemblances.* It makes their study easy and agreeable.

1. *Resemblance of form.* Words have form; and in it we trace a marked likeness. This likeness is important, because it points out their meaning. It is seen in the following group of words: *childless*, *fruitless*, *aimless*, *hopeless*. Likeness of form is traced in the prefixes, terminations, and suffixes.

2. *Resemblance of origin.* Many words have a common origin, and belong naturally to the same family. This is seen by removing the **PREFIXES**, **TERMINATIONS**, and **SUFFIXES**. It may be seen in the following words: *fruitless*, *fruitful*, *fruitfulness*, *unfruitful*, *unfruitfulness*.

3. *Resemblance of kind.* All the words, in the English language, are signs of things. They belong to great classes, according to the things for which they stand: names of things, names of qualities, names of what things do, names of relations of things, names of connections of things; names of modifications, and names of substitutes; or nouns,

adjectives, verbs, prepositions, conjunctions, adverbs, and pronouns.

4. *Resemblance of topics.* Words are signs of things, or are connected in some way with them. Here is a striking resemblance, and one of the greatest importance. The sixty thousand words, that compose the English language, may all be arranged and studied under a limited number of topics, or divisions of the objects of nature and art; such topics, or divisions, for instance, as home, the family, and instruments.

Studied according to these *four kinds of classification*, words assume a new interest—an interest as new and pleasing as that of Botany. Orthography becomes attractive, and is easily understood.

#### INSTRUCTION LVI.

##### THE STUDY OF WORDS.

THE plan of study, in Orthography, may now be laid down. Words are the objects. These may be viewed as we view any other objects, and reduced to a simple system. The exercises of study may be conducted according to a given model.

Are the words spoken? The ear and organs of voice are to be exercised. Are they written? The eye and hand are to be used. Do we wish to trace their descent? Knowledge is required. Do we wish to spell, define, and use them? Practice is needed. It is wise to look at what is to be done, and know how to do it.

1. *The spoken word.* It requires the use of the EAR and ORGANS OF VOICE, and attention to the SOUNDS that compose it, SYLLABLES, ACCENT, and QUANTITY.

2. *The written word.* To write a word requires the use



of the EYE and HAND, and attention to LETTERS and SPELLING.

3. *The kinds of words.* The origin and descent of words are to be noticed. Words are to be viewed as simple or compound, radical or derivative, and their composition or derivation, if they are compound or derivative, pointed out.

4. *The sense of words.* Words stand for something or other, and their meaning is to be known by *seeing* or *feeling* the things for which they stand. To neglect this, is to overlook the main point. It is not enough to speak and write the word, *upbear*, or even tell that it is a derivative word, being derived from the radical word, *bear*, by the prefix, *up*. Its sense must be known. *Upbear* is to carry any thing aloft.

5. *The use of words.* Words are the materials of language, and have a use in forming it. The use follows their meaning, and is known fully in instances. I defined the word, *upbear*. It is not enough. It is only understood when I can use it properly. The eagle *upbears* his prey.

6. *The classified word.* Every word belongs to some family of words, and is understood best when seen in connection with its family. It is to be viewed accordingly in its *form*, *origin*, *kind*, and the *topic* to which it belongs. The word, **MOTHERLY**, in its form, is like all words that end in *ly*: in its origin, it is connected with mothers, *motherlike*, and all words derived from mother; in its kind, it is a derivative adverb, and when viewed in the topic to which it belongs, directs our attention to a female parent, especially one of the human race.

Such is an outline of the things that enter into studies in Orthography. They should find a place in every exercise.

## INSTRUCTION LVII.

## THE MATERIALS OF ANGLO-SAXON ORTHOGRAPHY.

THE end of the first part is reached; and we now stand on an elevation, from which we can look back on our course. The materials of Anglo-Saxon Orthography are recalled. We are ready for its studies. Before we enter upon them, let us take a general review of what we have done.

1. The English language is a mixed one, and is made up of words from various living and some dead languages.

2. The Anglo-Saxon part is by far the most important, especially for childhood. It was introduced by the Angles and Saxons, A.D. 450.

3. The words from this source are the materials of Anglo-Saxon orthography. They should form the basis of our language.

4. They are to be studied in their structure. The simple and compound, radical and derivative words must be examined. Each of these divisions of words is to be carefully studied. The first meaning of the simple word is to be secured. The union of two or more simple ones, to form a compound word, is to be noticed. The derivative word is to be traced to its root, and the way in which it was formed, attentively observed.

5. The formation of the compound and derivative words is of prime importance. It exercises the mind of the child, in the *building* of *derivative* words. It constantly directs his attention to the *radical word* and its *meaning*, and also to the *changes* which this *meaning* undergoes by the addition of PREFIXES and SUFFIXES. As we study the formation of ANGLO-SAXON words, in this way; we are studying the history, of the minds and hearts, of our forefathers. Every

word is a record. Every change, the word undergoes, is an *event*, that tells us how they thought and felt.

6. The TERMINATIONS, SUFFIXES, and PREFIXES demand a marked attention. These we will now present at one view, leaving it to the child to recall their meanings.

	TERMINATIONS.	SUFFIXES.	PREFIXES.
NOUNS.	—s.	—kin.	A—
	—ss.	—ock.	Amb, Am—
	—en.	—ling.	Be—
	—change of vowel.	—ie.	For—
	—'s	—in.	Ge—
	—'	—a change of vowel.	Mis—
	—ess.	—ish.	Mid—
ADJECTIVES.	—ster.	—ness.	Out—
	—r.	—hood.	Over—
	—er.	—head.	Of, Off—
	—st.	—dom.	On—
	—est.	—ship.	With—
	—t.	—ric.	Un—
	—st.	—age.	Under—
VERBS.	—s.	—ly, like, wise.	In or Em—
	—th.	—less.	Up—
	—d.	—some.	Down—
	—ed.	—ful.	N—
	—change of vowel.	—ing.	To—
		—em, ward.	
		—n, en.	
		—y.	
		—er.	

Thus close the *materials* of Anglo-Saxon Orthography. The child is now ready to enter upon the study of the structure, meaning, and use of Anglo-Saxon words. These *materials* are to him, what drafts, plans, and drawing materials are to the young architect. He is now prepared to build up and to use the words, which are to compose the language of his whole life on earth.

**SECOND PART.**

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**STUDIES IN ANGLO-SAXON ORTHOGRAPHY.**



# STUDIES

IN

## ANGLO-SAXON ORTHOGRAPHY.

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### CHAPTER I.

#### STUDIES IN ANGLO-SAXON ORTHOGRAPHY.

THE orthography of our language, in its wide sense, is a rich and pleasing study. It deals with the *spoken word*, and exercises the ear and organs of voice. It deals also with the *written word*, and educates the eye and hand. The sense of touch fixes the forms of words upon the mind. It requires us to attend to simple sounds, letters, accent, and quantity, and by so doing, calls into play every part of our nature. More than all this: it brings the mind in contact with the formation of words, their origin, descent, meaning, and use.

In the following STUDIES, all these things are unfolded. The words are written in groups, under great divisions of thought, as HOME, HOUSE. A radical word is *defined* and

*used* in an interrogative sentence, to supply the child with an *instance* of its use. He *uses* the *same word* in an answer; and thus gets the *form of speech* in conversation. The *building* or *formation* of words follows. It is made visible. In addition to this, he is led to notice the changes of form and meaning, which they undergo, by *terminations*, *prefixes*, and *suffixes*.

## CHAPTER II.

### A PLAN OF STUDY.

THIS is the written study. After it has been presented and corrected, the child is then to repeat the study ORALLY, attending to the *pronunciation*, *spelling*, *meaning*, and *use* of each word.

#### A STUDY.

MOTHER, the female parent of man.  
Is a mother dear to a child?

\_\_\_\_\_, more than one \_\_\_\_\_

\_\_\_\_\_, less, without a \_\_\_\_\_

\_\_\_\_\_, ly, like a \_\_\_\_\_

Un\_\_\_\_\_ly, not like a \_\_\_\_\_

#### A PREPARED STUDY.

MOTHER, the female parent of man.

A mother is dear to a child.

MOTHERS, more than one female parent of man.

MOTHERless, without a female parent of man.

MOTHERly, like a female parent of man.

UnMOTHERly, not like a female parent of man.

THE STUDY, it will be seen, is unfolded in the following order :

I. The radical word is defined : thus, Mother, the female parent of man.

- II. An interrogative sentence is given, in which the radical word is used: thus, Is a mother dear to a child?
- III. The pupil is always to answer, by repeating the interrogative sentence in a declarative form: thus, A mother is dear to a child.
- IV. The plural of the radical word is the next thing in order; which is to be spoken and written, with its definition: thus, Mothers, more than one female parent of man.
- V. The radical word is then given with its different *suffixes* and *prefixes*, each of which are to be defined.
- VI. This is the order of every Study. The repetition will fix indelibly the radical words and their derivatives, with their meanings, in the mind of the child.

### CHAPTER III.

#### HOME.

HOME is the nursery of all studies. Here we begin to gather up the words that compose our language. Here we wisely commence their study. Written and oral speech should take the same course. This is our view. Grouping the words of our language under proper topics, we begin their study at home, and go forth to the wide world.

#### FIRST STUDY.

##### HOME

HOME, whatever may be its character, is the spot that is sacred to the heart.



HOME, *s.* the place where one lives.

Is home a pleasant place?

— *s.*, more than one —

— *ly*, like home; coarse.

— *lier*, more —

— *liest*, most —

— *lily*, in a manner like —

— *liness*, state of being —

— *ward*, towards —

— *born*, brought forth at —

— *bred*, brought up at —

— *made*, formed at —

— *built*, shaped at —

— *spun*, spun or wrought at —

— *dwelling*, living at —

— *sick*, grieved for —

— *sickness*, state of grieving for —

—

— *stead*, the place of —

## SECOND STUDY.

### A HOUSE.

A HOUSE, as an abode for man, is a building closely connected with our lives.

HOUSE, *s.* a building to live in.

Is a house a work of man?

— *s.*, more than one —

HOUSE, *v.* to cover, or put in a house.

— *s.*, does —

— *d.*, did —

Un—, to put out of a —

— *s.*, does —

— *d.*, did —

— *less*, without —

— *hold*, those who live in a —

— *holder*, one who owns —

— *keeper*, one who keeps —

— *wife*, the mistress of a —

— *wifely*, like —

— *room*, space in a —

— *wright*, the builder of a —

— *dog*, a dog that guards a —

## THIRD STUDY.

### OUTHOUSES.

OUTHOUSES are appendages to every pleasant home in the country. They are found adjoining the dwelling-house among all civilized people, and add much to its convenience.

OUTHOUSE, a building without *the one* in which we live.

Is an outhouse useful?

— *s.*, more than one building without —

ICE—, a building for —

— *s.*, buildings for —

WOOD—, a building to keep —

HEN—, a building for —

SUMMER—, a building in a garden for —

TOWN——, a house in which one lives ——	CRIB, the manger of a stable.
BARN, an outhouse for grain and cattle.	RACK, an open frame from which cat- tle eat hay.
SHED, an open building for cattle.	STALL, a stand for a horse or ox.
STABLE, an outhouse for cattle.	——, to put into a stall.
——, to put in a stable.	——s, <i>ed, ing</i> ——
——s, does put in ——	——fed, fed or fattened in ——
——ed, did put in ——	

## FOURTH STUDY.

## KINDS OF HOUSES.

HOUSES, in which man lives, differ very much in form, size, and convenience. They range from the Indian wigwam to the royal palace.

HUT, <i>s.</i> a mean house to live in.	Are cottages now very tasteful?
Have the Irish huts?	——r, one who ——
HOVEL, <i>s.</i> a rude dwelling-house.	HALL, <i>s.</i> a manor-house—a house for courts of justice to meet in.
Did the Saxons live in hovels?	Are halls noble dwelling-houses?
COT, <i>s.</i> a small rude house.	CASTLE, <i>s.</i> a fortified dwelling-house.
Did our forefathers live in cots?	Are there many old castles in Eng- land?
——ter, one who ——	
COTTAGE, a small house for poor per- sons to live in.	

## FIFTH STUDY.

## GROUPS OF HOUSES.

MAN is a social being, and builds his houses near each other. He is weak, and needs protection. This also leads men to group their houses, to live in neighborhoods.

HAMLET, <i>s.</i> a cluster of houses.	Were towns once only fortified hills?
Is <i>hamlet</i> the name of a small clus- ter of houses?	——ish, like ——
TOWN, <i>s.</i> a group of houses larger than a village.	——less, without ——
	——house a house in ——

——— <i>hall</i> , a building for public business in a ——	——— <i>talk</i> , the common talk of a ——
——— <i>clerk</i> , an officer who keeps the records of the town.	——— <i>ship</i> , the district of a ——
——— <i>s-man</i> , one of the same town— a selectman to do business.	——— <i>s</i> , more than one district ——
	Borough, a fortified town; also an incorporated town.

## SIXTH STUDY.

## THE PARTS OF A HOUSE.

THE house, like every other object, has parts. These require notice. It is only by *dividing* a subject that we master it. For this purpose, we return to look at the *names* of the parts of a house.

SIDE, <i>s.</i> the broad or long part of a thing.	——— <i>maid</i> , a female servant ——
Has a house two sides?	COURT, an uncovered space before a house.
<i>Out</i> ——, the side without ——	HEARTH, <i>s.</i> the pavement or stone on which the fire is made.
<i>In</i> ——, the side within ——	Roof, <i>s.</i> the cover of a ——
END, <i>s.</i> the narrow part of a thing.	——— <i>s</i> , does ——
Has a house two ends?	——— <i>ed</i> , did ——
Door, <i>s.</i> a passage into a house.	——— <i>ing</i> , continuing to ——, or the materials.
——— <i>post</i> , the upright timber by the ——	——— <i>less</i> , without ——
SILL, <i>s.</i> the wood or stone under the door or window.	FLOOR, <i>s.</i> the bottom part of a house or room.
Room, <i>s.</i> an apartment in a house.	——— <i>s</i> , does lay a ——
——— <i>y</i> , abounding in ——	——— <i>ed</i> , did lay a ——
——— <i>iness</i> , the state of abounding in ——	——— <i>ing</i> , continuing to lay ——, or the materials.
<i>Bed</i> ——, a room to sleep in.	——— <i>less</i> , without a ——
KITCHEN, a room used for cooking in.	GATE, a large door, or entrance.
——— <i>work</i> , work done in ——	

## SEVENTH STUDY.

## HOUSEHOLD-STUFF.

A BUILDING in itself does not form a home. It must be furnished with many articles to meet the wants of those who are going to dwell in it. A house needs furniture.

HOUSEHOLD-STUFF, the furniture of a house.	SHEET, <i>s.</i> a broad piece of under-cover for a bed.
Had the Saxons much household-stuff?	WASHSTAND, <i>s.</i> a piece of furniture to wash at.
BED, <i>s.</i> a piece of furniture to sleep on.	BOWL, <i>s.</i> a hollow vessel to hold water.
Are beds useful articles?	STOOL, a seat without a back.
A—, in or on —	STOVE, <i>s.</i> an iron article of furniture in which fire is made.
—room, an apartment in which is a bed.	PAN, <i>s.</i> a hollow vessel.
—stead, a frame to support a bed.	CRADLE, <i>s.</i> a trough-like instrument placed on rockers, for rocking babies.
—post, the upright part of a bedstead.	CROCK, an earthen vessel.
—clothes, the clothes used with a bed.	DISH, a broad open vessel used for meat.
BOLSTER, <i>s.</i> a cushion for the head.	FORK, <i>s.</i> an instrument with points used for lifting food.
—, to support with a bolster.	KNIFE, <i>s.</i> a cutting instrument with a sharp edge.
—s, <i>ed, ing</i> , does —, did —, continuing to —	CUP, <i>s.</i> a small vessel used to drink out of.
PILLOW, <i>s.</i> a cushion for the head smaller than a bolster.	
—, to lay on a pillow.	
—s, <i>ed, ing</i> —	

## CHAPTER IV.

## HOUSEHOLD.

A HOUSE always leads us to think of the inhabitants. It is a place for the abode of man. But man does not dwell in it alone. He is a social being; and when we see a dwell-

ing-house, we think of the household—a family bound together by dear domestic ties.

## EIGHTH STUDY.

## HUSBAND AND WIFE.

WHEN God made man, he made woman also, and united them in marriage. Then, they became husband and wife. Therefore shall a man leave father and mother, and cleave unto his wife, and the twain shall be one flesh.

HOUSEHOLD, those who dwell in the same house under one head.	———s, <i>ed, ing</i> ——
Do a husband and wife make a household?	———man, a man who tills ——
———er, one who owns ——	WIFE, a woman joined to a man in marriage.
HUSBAND, a man joined to a woman by marriage.	———s, <i>less</i> ——
HUSBAND, to manage and rule with care.	———hood, the state of ——
	House——, the female head of a house.

## NINTH STUDY.

## FATHER AND MOTHER.

FATHER and mother are dear names, and should always be spoken in love. What child can ever repay the care and love of his parents?

FATHER, the male parent of man.	MOTHER, the female parent of man.
Should we honor our father?	———s, <i>ly, liness, lessness, less</i> ——
———s, <i>less, ly, like, liness, lessness.</i>	Un———, not ——
Un———, not ——	———hood, the state of ——
———hood, the state of ——	———in-law, the mother of a husband or wife.
———in-law, the father of one's husband or wife.	Step———, a mother by marriage.
Step———, a father by marriage.	Foster———, a nurse—one who takes the place of ——
Foster———, one who takes the place of a father.	

## TENTH STUDY.

## CHILDREN.

CHILDREN are an heritage of the Lord. A wise child is an honor to his parents.

CHILD, offspring.

Is a good child a blessing?

—ren, more than one —

—ish, like, ishly, ishness, hood —

Foster—, a child nursed by a woman not the mother, or brought up by a man not the father.

SON, a male child.

—s, less —

—ship, the office or rank —

Foster—, a son not by birth.

—in-law, the husband of a daughter.

DAUGHTER, a female child.

—s, less, ly, liness —

—in-law, a wife of a son.

BROTHER, a male child born of the same father and mother.

—s, ly, liness, like —

Un—, not —

—in-law, the husband of a sister.

Foster—, a male child fed by the same nurse.

Half—, brother by one parent.

SISTER, a female child born of the same father and mother.

—s, ly, liness, like, less —

Un—, not —

—hood, the state —

—in-law, the wife of a brother.

Foster—, a female child nursed by the same person.

Half—, a sister by one —

BAIRN, a child.

KIN, a relation by blood.

KINDRED, relation by birth or marriage.

## ELEVENTH STUDY.

## SERVANTS.

FROM the earliest times, some men and women have waited on others. These have been known as servants. They form a useful class of mankind, and should be treated kindly.

COOK, a servant who prepares food for the table.

Is a cook useful?

COOK, to prepare food for the table.

—s, ed, ing —

KITCHEN-MAID, a female servant who does the work of the kitchen.

HOUSE-MAID, a female servant who keeps a house clean.

WASHER-WOMAN, a woman who washes clothes.	SHEPHERD, a man who tends sheep.
HIRELING, one who works for wages.	FOOT-MAN, a servant who waits on foot.
PLOUGH-MAN, a man who ———	STEWARD, a man who manages the affairs of a household.
CARMAN, a man who drives ———	HENCHMAN, one who serves another.
TEAMSTER, one who drives ———	

## TWELFTH STUDY.

## FOOD.

THE first care of a household is food. What shall we eat and what shall we drink, are important questions. Food is needed to keep a household alive.

FOOD, any thing eaten to support life.	HAM, the thigh of a hog or pig, salted and smoked.
What is food?	
——— <i>less</i> , without ———	MILK, a white fluid obtained from female animals.
BREAD, food made from flour.	——— <i>less</i> , <i>y</i> , <i>ily</i> , <i>iness</i> ———
——— <i>less</i> , without ———	——— <i>maid</i> , a woman who ———
——— <i>corn</i> , corn from the flour of which ———	——— <i>pail</i> , an open vessel for ———
——— <i>stuff</i> , all kinds of flour from which ———	——— <i>pan</i> , a hollow open vessel ———
BARM, yeast, the scum of beer used to make ———	MILK, to take away the milk from the animal.
MEAT, any kind of food.	——— <i>s</i> , <i>ed</i> , <i>ing</i> ———
DOUGH, a mass of kneaded flour.	BUTTER, the oily substance obtained from milk by churning.
——— <i>nut</i> , a round cake made of ———	——— <i>milk</i> , milk from which ———
LOAF, a. a mass of dough baked.	CHEESE, the curd of milk pressed.

## THIRTEENTH STUDY.

## CLOTHING.

CLOTHING is an early want of man. Next to food, it claims the care of the household. What shall we put on, is a question that is connected with the comfort and existence of the family.

CLOTH, a. stuff made of woollen, linen, or cotton fibre.	Is woollen cloth warmer than linen?
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CLOTHES, to cover with garments made of cloth.	Hood, <i>s.</i> a covering for the head of a woman.
——— <i>s, ed, ing, ier</i> ——	———, to cover the head.
Un———, to take off ——	——— <i>s, ed, ing, less</i> ——
CLOTHES, garments made of cloth.	Hose, a covering for the leg.
——— <i>brush</i> , a brush to ——	——— <i>ier</i> , one who deals in ——
——— <i>basket</i> , a basket for ——	——— <i>ier</i> y, the practice of dealing in all kinds of hose.
——— <i>line</i> , a line for ——	
MANTLE, <i>s.</i> a loose outside garment.	GLOVE, <i>s.</i> a cover for the hand.
———, to cover, to spread over.	———, to cover the hand.
——— <i>s, ed, ing</i> ——	——— <i>s, ed, ing, less, er</i> ——
Un———, to uncover ——	Shoe, <i>s.</i> a covering for the foot.
BELT, <i>s.</i> a girdle or band worn round the waist.	——— <i>less</i> , without ——
CAP, <i>s.</i> a cover for a man or boy's head.	———, to cover the foot with a shoe.
SLEEVE, the part of the garment that covers the arm.	——— <i>s, ed, ing</i> ——
——— <i>less</i> , without ——	——— <i>maker</i> , one who makes ——
SLEEVE, to furnish with sleeves.	——— <i>string</i> , a string to fasten a ——
——— <i>s, ed, ing</i> ——	HAT, <i>s.</i> a cover for the head.
TIPPET, a garment for the neck.	——— <i>band</i> , a band that ——
	——— <i>box</i> , a box for ——
	——— <i>brush</i> , a soft brush ——
	——— <i>er</i> , one who makes ——

## CHAPTER V.

## MAN.

FROM home and the household, we turn to take a closer view of man. He is the great object of study, and lends a charm to every thing connected with him. The house, the food, the clothing, and the furniture of home, are objects of interest, because they are connected with man.

## FOURTEENTH STUDY.

## MAN.

"The proper study of mankind is man."

MAN, a male of the human race.	——— <i>hood</i> , the state of ——
Has <i>man</i> both a body and soul!	MEN, more than one ——



MAN, to furnish with men, as a ship.	FELLOW, a companion of the same kind.
—s, <i>ed, ing</i> —	
—ly, <i>like, liness, ful, fully</i> —	FOLK, men in general.
Un—, to deprive —	GAWK, a poor simpleton.
—kind, the race of —	—y, the quality of —
—slayer, one who kills —	BOOR, a rude countryman.
—slaughter, the unlawful killing	—ish, somewhat like —
—	SWAIN, a young farmer.
WOMAN, a female of the human race.	GUEST, a visitor from a distance.
WOMEN, more than one.	HEATHEN, a man who does not know the true God.
—ish, <i>hood, ly, like, liness</i> —	—ish —
—kind, the race of —	
—hater, one who dislikes the	KNAVE, a dishonest man.
—	—ish, <i>ishly, ishness</i> —

## FIFTEENTH STUDY.

## THE BODY OF MAN.

THE body of man is wonderfully made. Every part of it is an instance of Divine skill. Its study is rich in knowledge.

BODY, the frame of an animal or man.	SKIN, to remove the skin.
—ly, <i>less, liness</i> —	—s, <i>ed, ing</i> —
BODY, to give shape to our thoughts.	FRAME, the bony skeleton.
—s, <i>ed, ing</i> —	—s, <i>less</i> —
Em—, to form into —	FLESH, the soft part of the body.
—clothes, covering for —	—y, <i>iness, less</i> .
—guard, the soldiers who guard	—brush, a brush for —
—	—color, the color of —
SKIN, the natural covering for the body.	—diet, food consisting of —
—y, <i>less, er</i> —	—monger, one who deals in —

## SIXTEENTH STUDY.

## THE HEAD—THE CHIEF PART OF THE BODY.

THE head of man is formed for the abode of a soul.

Thought and feeling sit on the human brow. The face is called divine.

**HEAD**, *s.* the upper part of the human body.

Is the head the seat of the soul?

— *less, y, iness* —

**HEAD**, to act as head or leader.

— *s, ed, ing* —

— *ache*, pain in the —

— *dress*, the covering for —

**Fore** —, the front part of the —

**LIP**, *s.* the border of the mouth.

**LIP**, to kiss.

— *s, ed, less* —

**NOSE**, *s.* the ridge of the face.

**NOSE**, to smell.

— *s, ed, ing* —

**NOSTRIL**, the passage through the nose.

**MOUTH**, the outlet of the voice.

**MOUTH**, to utter sounds with a swell.

— *s, ed, ing, less, ful* —

**TOOTH**, a bony substance growing out of the jaw.

**TOOTH**, to furnish with teeth.

— *s, ed, ing, less* —

**TONGUE**, *s.* the instrument of speech and taste.

**TONGUE**, to talk, to chide.

— *s, ed, ing, less* —

**CHEEK**, *s.* the side of the face below the eyes.

— *bone*, the bone of the —

**CHIN**, *s.* the lower part of the face.

**BROW**, *s.* the ridges over the eye.

**EYE**, *s.* the organ of sight.

— *less* —

— *ball*, the ball or apple of —

— *brow*, the hairy arch over —

— *glance*, a rapid look of —

— *lash*, the line of hair on the eyelid.

— *lid*, the cover of —

— *sight*, the view of —

— *tooth*, the tooth under —

— *witness*, one who sees a thing —

**EYE**, to view with —

— *s, ed, ing, er, less* —

**EAR**, *s.* the organ of hearing.

— *ache*, a pain in —

— *cap*, a cover for —

— *lap*, the tip of —

— *ring*, a ring for —

— *wax*, a substance formed in —

**BRAIN**, *s.* the soft substance inclosed within the skull.

— *s, less, ish* —

**NECK**, the part of the body between the head and the chest.

**THROAT**, the front part of the neck.

**NAPE**, the high joint of the neck behind.

#### SEVENTEENTH STUDY.

##### THE CHEST, OR MIDDLE PART OF THE BODY.

THE chest, or middle part of the body, contains the treasures of life. The lungs and heart are laid up in it.

**CHEST**, the part of the body from the neck to the belly.

Is the chest the seat of the heart?

**BREAST**, *s.* the fore part of ———

———*bone*, the bone of ———

**BREAST**, to meet in front, oppose.

———*s, ed, ing* ———

**BACK**, the hinder part of ———

———*bone*, the bone of ———

**BACK**, to support.

———*s, ed, ing* ———

**RIB**, *s.* a bone which forms part of the frame of the chest.

**SIDE**, part where the ribs are.

**LUNGS**, the organs of breathing, consisting of air-cells.

———*ed, less* ———

**BREATH**, the air taken in and expelled from the lungs.

———*less, lessness* ———

**BREATHE**, to take in air and expel it.

———*s, ed, ing, er.*

**BREATHING-PLACE**, a place ———

———*time*, a time to ———

**HEART**, *s.* the vessel that holds the blood.

———*less, ly, lessly, lessness* ———

———*y*, full of ———

———*ier*, more ———

———*iest*, most ———

**LIVER**, an organ that forms bile.

**GALL**, a bottle-green fluid secreted by the gall-bladder.

**BLOOD**, the red fluid that flows from the heart.

———*y, ily, iness, ier, iest, less* ———

**BLEED**, to let blood, or take it away.

———*s, ed, ing* ———

**LOIN**, the space between the false rib and hip-bone.

## EIGHTEENTH STUDY.

### THE UPPER LIMBS.

THE upper limbs of the human body are useful instruments. The hand of man is a ceaseless wonder—a work of Divine skill.

**LIMB**, *s.* a branch of the body.

Are the limbs instruments?

**ARM**, *s.* the limb reaching from the shoulder to the hand.

**SHOULDER**, *s.* the joint connecting the arm and body.

———*blade*, the bone of ———

**SHOULDER**, to push with ———

———*s, ed, ing* ———

**ELBOW**, *s.* the angle made by bending the arm.

———*room*, space to bend ———

**ELBOW**, to push with ———

———*s, ed, ing* ———

**HAND**, *s.* the end of the arm—palm and fingers.

———*y, ier, iest, ily, iness, less* ———

**HAND**, to pass with the ———

———*s, ed, ing* ———

**FINGER**, one of the extreme parts of the hand.

———*post*, a post with a ———

**FINGER**, to handle with ———

———*s, ed, ing* ———

FIST, *s.* the closed hand.THUMB, *s.* the short thick finger.

KNUCKLE, a joint of the finger.

## NINETEENTH STUDY.

## THE LOWER LIMBS.

THE lower limbs are wisely formed for standing and walking. They unite strength, ease and grace in their movements.

THIGH, *s.* that part between the body  
and leg.

Are both thighs alike?

—bone, the bone of —

HIP, *s.* the fleshy part of the thigh.

KNEE, *s.* the joint of the thigh and  
leg.

—pan, the round bone on —

SHIN, *s.* the front part of the leg.

ANKLE, *s.* the joint between the leg  
and foot.

FOOT, the lower end of the leg.

—step, the mark of —

—stool, a stool for —

—path, a way for —

—hold, a hold for —

—man, a servant who goes —

—less, without —

HEEL, *s.* the hind part of the foot.

STEP, the space between the feet.

INSTEP, the fore part of the upper  
side of —

FOOT—, the track of —

TOE, *s.* one of the extreme parts of  
—

## TWENTIETH STUDY.

## FRAME AND CLOTHING OF THE HUMAN BODY.

THE human body has a frame of bones which is clothed with flesh and skin. Its outline is soft and beautiful.

BONE, *s.* a firm, hard substance, forming the frame of the body.

Are there many bones in the body?

—y, less —

BREAST—, the bone —

BACK—, the bone —

CHEEK—, the bone —

THIGH—, the bone —

FLESH, the soft solids of the body.

—y, ily, iness, less —

—brush, a brush to —

—color, the color of —

SKIN, the natural cover of the body.

—y, less, iness, or —

SKIN, to strip off —

—s, ed, ing —

**HAIR**, a small thread-like substance,  
growing out of the skin.

—*y, iness, less* —

—*brush*, a brush to smooth —

—*cloth*, stuff made of —

**NAIL**, a the horny substance on the  
upper sides of the fingers and toes.

**BEARD**, the hair of the chin and face.

—*less, lessly*.

## T W E N T Y - F I R S T S T U D Y .

### S T A T E S O F T H E B O D Y .

THE states or conditions of the body require some notice. Among these, work, play, rest, and sleep are the most pleasing. They are closely connected with a healthy and happy life.

**WORK**, labor, or active use of strength.

Is work a means of health ?

—*s, ing, er* —

—*day*, a day on which —

—*house*, a house in which —

—*man*, a man employed in —

—*shop*, a shop where —

—*manlike*, like a true —

—*manship*, the state or skill of —

**Under** —, work under or below —

**WORK**, to labor in any way.

—*s, ed, ing* —

**PLAY**, exercise for pleasure.

—*s, ful, fully, fulness, er, ing, some*.

—*day*, a day given —

—*mate*, a fellow at —

**PLAY**, to take exercise for pleasure.

—*s, ed, ing* —

**REST**, repose from labor.

—*less, lessly, lessness*.

**Un** —, not —

**REST**, to cease from labor.

—*s, ed, ing*.

**SLEEP**, repose from the use of body  
and mind.

—*er, ful, fulness, less, lessly, less-  
ness*.

—*y, abounding in* —

—*iness, ily*.

**SLEEP**, to repose from the use of body  
and mind.

—*s, ing* —

—*walking*, walking in —

**SLEPT**, did —

**WAKE**, to rouse from sleep.

**A** —, to rouse up —. Also,  
not asleep.

—*s, ed, ing* —

**HEALTH**, a sound state of the body.

—*ful, fully, fulness*.

—*y, abounding in* —

—*iness, some* —

## TWENTY-SECOND STUDY.

## PROPERTIES OF THE BODY.

THINGS and their nature are known by their properties—the impressions they make upon our senses.

FAT, fleshy or plump.

Is a fat body pleasing to the eye ?

—*ly, ness, ish, y, iness* —

FAT, to make fleshy or plump.

—*s, ed, ing* —

FATTEN, to make fat.

—*s, ed, ing, er* —

LEAN, wanting flesh.

—*ness, er, est* —

LEAN, that part of the flesh without fat.

—*faced, having a* —

SOUND, entire, not diseased.

—*er, est, ness* —

RUDDY, a lively flesh color.

—*er, est, ness* —

WAN, pale, without color.

—*er, est, ly, ness* —

SWEAT, moisture on the skin.

—*y, ily, iness.*

SWEAT, to give out moisture on the skin.

—*s, ed, ing* —

LANE, thin, and yielding to pressure.

—*ly, ness* —

GAUNT, thin and hollow.

—*ly, ness* —

STRONG, having much active force.

—*er, est, ly* —

—*hold, a place of* —

—*minded, a mind of* —

—*voiced, a voice of great* —

STRENGTH, quality of being strong.

—*en, to make* —

—*s, ed, ing, er, less* —

WEAK, having little active force.

—*ly, ness.*

—*side, a part that is* —

—*sighted, having weak* —

WEAKEN, to become weak.

—*ed, ing* —

## TWENTY-THIRD STUDY.

## DISEASES OF THE BODY.

DISEASE follows the steps of health in this world. "The tooth-ache, and the thousand ills that flesh is heir to."

SICK, touched with disease.

Is it painful to be sick ?

—*er, est, ish, ishly, ishness* —

—*ly, liness, ness* —

—*en, to make sick.*

—*s, ed, ing* —

PAIN, an uneasy feeling.

—*s, ful, fully, fulness, less* —

PAIN, to make uneasy.

—*s, ed, ing* —

PANG, great pain.

ACHÆ, constant pain.

ACHÆ, to suffer pain.

—s, ed, ing —

AIL, a dull sickness.

AIL, to trouble with sickness.

—s, ed, ing —

ILL, a bad state of health.

—ness —

AGUE, a cold fit.

—ish, ishness —

BLAIN, pustule or sore on the skin.

PIMPLE, an elevation of the skin.

—y, ed, like —

CROUP, a disease of the throat.

BLIND, without sight.

—ly, ness —

BLIND, to deprive of sight.

—s, ed, ing —

DEAF, without the sense of hearing.

—ly, ness —

—en, to make deaf.

—s, ed, ing —

DUMB, without the power of speech.

LAME, crippled in the lower limb.

—ly, ness.

LAME, to cripple.

—s, ed, ing —

#### TWENTY-FOURTH STUDY.

##### THE SENSES.

THE senses are the instruments of the soul. By them we gain a knowledge of things without us. They are noble instruments. The ear gives us music; the eye presents the beauties of the earth and heavens.

SMELLING, the sense by which we perceive odors.

Is smelling one of the five senses?

SMELL, to perceive by the nose.

—s, ed, er —

SMELL, the sense by which odors are noticed.

HEARING, the sense by which we perceive sounds.

HEAR, to perceive by the ear.

—s, ed, ing, er —

SEEING, the sense by which we perceive color, form, place, and distance.

SEE, to perceive by the eye.

Fore—, to see—

—s, ing, er —

SAW, did —

SEEN, perceived by —

#### TWENTY-FIFTH STUDY.

##### THE SOUL.

MAN is something more than a living creature. He

thinks, feels, and acts accountably. A soul inhabits his body.

SOUL, that part of man that thinks,  
feels, and acts.

Is the soul immortal?

—s, less —

—destroying, ruining —

—stirring, rousing —

—subduing, bringing under —

MIND, that part of our nature that  
knows.

—less, ful, ed, edness, fully, ful-  
ness —

Un—, not —

MIND, to fix our thoughts upon a  
thing.

—s, ed, ing —

HEART, that part of man which is the  
seat of the passions.

—s, less, lessly, ful, fully, y, iness,  
ily —

WILL, that part of the mind by which  
we purpose or plan.

—ful, fully, fulness, ingly, ingness.

## TWENTY-SIXTH STUDY.

### STATES OF THE SOUL.

THE soul of man appears in various states or conditions,  
all of which have an interest for us.

MOOD, temper of mind, or soul.

Should we live in a happy mood?

—y, abounding in —

—ily, iness —

SOUND, entire, healthy, using all the  
powers.

—ly, ness —

MAD, disordered in mind or soul.

—ly, ness —

—en, to make disordered or furious

—ed, ing —

BLISS, happy and contented.

—ful, fully, fulness, less —

SIN, departure from what is good and  
right.

—ful, fully, fulness, less, lessly, less-  
ness —

—er, one who —

SIN, to depart from what is good and  
right.

—s, ed, ing —

THINKING, using the power of thought.

THINK, to use the mind in forming  
notions.

—s, ing, er —

THOUGHT, what is produced by think-  
ing.

—less, ful, fully, lessly, lessness.

FEELING, noticing things by the senses.

FEEL, to notice by the touch.

—s, ing, ingly —

FELT, did —

WILLING, choosing something.

WILL, to choose an object or course.

—s, ed, ing —



HOLY, whole in what is good and right.	GUILT, a wicked condition.
—ly, ness —	—y, iness, ier, iest, less —
WISE, using knowledge properly.	WICKED, evil at heart.
WISDOM, the right use of knowledge.	—ly, ness —

# TWENTY-SEVENTH STUDY.

## PROPERTIES OF THE SOUL.

THE soul has many interesting properties. It is good to name and know them. Such knowledge prepares us to be useful and happy.

THOUGHT, the product of thinking power to think.	LOVE, delight in any thing.
Is thought the root of all knowledge?	—s, less, ly, lily, er, liness —
FEELING, the power to learn by the senses, easily moved.	LOVE, to delight in any thing.
Un——, not ——	—s, ed, ing, ingly —
SHAME, a feeling produced by guilt.	SORROW, pain of mind by some loss.
—ful, fully, fulness, less, lessly, lessness ——	——s, ful, fully, less, fulness.
SHAME, to put to shame.	SORROW, to feel pain for the loss of something.
——s, ed, ing ——	——s, ed, ing ——
PRIDE, great esteem of oneself.	WOE, deep settled sorrow.
——less, ful ——	——ful, fully, fulness ——
PRIDE, to indulge in pride.	HOPE, expectation of future good.
——s, ed, ing, ingly ——	——s, ful, fully, fulness, less, lessly, lessness ——
LOATH, unwilling, not inclined.	HOPE, to desire future good.
——ful, ness, er ——	——s, ed, ing, er, ingly ——
——some, somewhat ——	FEAR, a painful feeling in view of future evil.
——somerly, someness ——	——s, ful, fully, fulness, less, lessly, lessness, ——
LOATHE, to feel disgust at any thing.	FEAR, to feel pain from future evil.
——s, ed, ing, ingly ——	——s, ed, ing ——
HATE, great dislike.	DREAD, great fear.
——ful, fully, fulness, r.	——ful, fully, fulness, less, lessness.
HATE, to dislike greatly.	DREAD, to fear greatly.
——s, ed, ing ——	——s, ed, ing ——
HATRED, hate amounting to enmity.	GLADNESS, a kind of delight.

GLAD, pleased.

———*ly, some, somely, someness.*

HUNGER, pain from want of food.

———*ly, y* ——

HUNGER, to feel pain from want of food.

———*s, ed, ing* ——

THIRST, pain from want of drink.

———*y, ily, iness* ——

THIRST, to feel pain from want of drink.

———*s, ed, ing* ——

LUST, a longing desire.

———*s, ful, fully, fulness* ——

LUST, to have a longing desire.

———*s, ed, ing, ingly* ——

LAUGHTER, audible mirth.

———*less* ——

LAUGH, an expression of mirth.

LAUGH, to make audible mirth.

———*s, ed, ing* ——

WIT, power of thinking laughably.

———*less, lessly, lessness, ling, y, ily,**iness, ingly* ——

FRIENDSHIP, the love of friends.

BELIEF, an assent of the mind to what is true.

Un———, a want of ——

TEAR, a fluid that appears in the eye, the sign of joy or grief.

———*s, less, ful, fully, fulness.*

SMILE, a cheerful play of the lips.

———*s, ing* ——

## CHAPTER V.

## B U S I N E S S .

MAN is known best in the business of life. He is made for action. Every power of the body and soul delights in exercise. Rest and play are only useful, as they prepare for labor. Healthy and useful service is the happiest condition of human life. Business makes the man.

## T W E N T Y - E I G H T H S T U D Y .

## HUNTING AND FISHING.

MEN, in the early ages of the world, employed themselves in hunting and fishing. These are among the first occupations of all people.

HUNTING, the pursuit of wild animals.

Was hunting an early employment?

HUNT, to chase wild animals to kill or catch them

———*s, ed, ing* —————*er, one who* —————*man, a man who* ——

FISHING, the practice of taking fish.

FISH, an animal that lives in water.

—er, one who —

FISH, to try to take fish.

—man, a man who —

—es, ed, ing —

## TWENTY-NINTH STUDY.

### FARMING.

THE culture or tillage of the ground early employed the care of man. "Abel was a keeper of sheep, and Cain was a tiller of the ground."

FARMING, the business of tilling the land.

Is farming a healthy occupation?

FARM, a tract of land tilled by one man.

FARM, to till the ground.

—s, ed, ing, er —

—house, a house attached to —

—yard, the space inclosed about a barn.

YEOMAN, the first man among the people.

PLOUGH, to furrow the land.

—s, ed, ing —

—man, a man who —

SHEAR, to separate with shears.

—s, ed, ing, er —

REAP, to cut grain with a sickle.

—s, ed, ing, er —

LANDLORD, the owner of land.

SHEPHERD, a man who tends sheep.

DIG, to turn up ground with a spade.

—s, ed, ing, er —

SHOVEL, to throw up earth with a shovel.

—s, ed, ing —

HOE, to scrape or dig with a hoe.

—s, ed, ing —

SOW, to scatter seeds on the ground.

—s, ed, ing, er —

MOW, to cut grass with a scythe.

—s, ed, ing, er —

RAKE, to gather grass or grain with a rake.

—s, ed, ing, er —

THRESH, to beat out grain from the husk.

—s, ed, ing, er —

## THIRTIETH STUDY.

### BUILDINGS.

MAN, early in life, shows a taste for building. The house, wagon, and ship are works of his skill. The useful arts arise, and increase the powers of man.

HOUSEWRIGHT, one who builds houses.	——s, ed, ing, er ——
Is housewright the same as carpenter?	FRAME, the timbers of a building joined together.
WHEELWRIGHT, one who makes wheels and wheeled carriages.	BUILD, to frame and rear a building.
SHIPWRIGHT, one who builds ships.	——s, ed, ing, er ——
MILLWRIGHT, one who builds mills.	BOARD, to cover with boards.
FRAME, to fit and unite the parts of a building.	——s, ed, ing ——
	ROOF, to cover with a roof.
	——s, ed, ing ——

## THIRTY-FIRST STUDY.

## SMITHING.

METALS were used, even in the family of Lamech. The business of the smith early rose into importance.

SMITH, one who works in metals.	COPPERSMITH, one who works in copper.
Is a smith a mechanic?	LOCKSMITH, a. one who makes locks.
SMITHING, the practice of working in metals.	MELT, to reduce any thing to a liquid by fire.
BLACKSMITH, one who works in iron.	——s, ed, ing ——
SILVERSMITH, one who works in silver.	HEAT, to warm by fire.
GOLDSMITH, one who works in gold.	——s, ed, ing ——
TINSMITH, one who works in tin.	

## THIRTY-SECOND STUDY.

## MANUFACTURING.

RAW materials are furnished by nature. Man purposes to work them into some useful form, and becomes a manufacturer. Such pursuits existed in the earliest ages of the world.

SPIN, to twist fibres into thread.	——s, ing, er ——
Do women spin?	SHOE-MAKER, one who makes ——
——s, ing ——	WATCH-MAKER, one who makes ——
——er, one who ——	CLOCK-MAKER, one who makes ——
WEAVE, to unite threads and form cloth.	BOOK-MAKER, one who makes ——
	TURN, to form things with the lathe.

—s, ed, ing —

TURNER, one who —

HATTER, one who makes hats.

NAILER, one who makes nails.

## THIRTY-THIRD STUDY.

## WARRING.

WAR raged too soon in the world. The arms that were turned against wild beasts were soon pointed at the life of man. Nimrod was a great hunter, and the first warrior.

WAR, the practice of arms.

Is war cruel?

WAR, to contend in battle.

—s, ed, ing —

FIGHT, to strive for victory in battle.

—s, ing, er —

FOUGHT, did —

SHIELD, to cover with a shield, protect.

—s, ed, ing, less —

SLING, to throw with a sling.

—s, ing, er —

SLUNG, did —

SHOOTING, the act of firing guns or arrows.

SHOOT, to let fly an arrow or bullet.

—s, ing, er —

SHOT, did —

BOARD, to enter a ship by force.

—s, ed, ing, er —

DRILL, to exercise or train in arms.

—s, ed, ing —

HALT, to stop on march.

—s, ed, ing —

FOR, an enemy.

## THIRTY-FOURTH STUDY.

## BUYING AND SELLING.

TRADE arose as soon as man produced more than he wanted. The merchant entered upon a new business, and did much for man's comfort.

BUYING, the act of getting things by paying for them.

BUY, to get things by purchase.

—s, ing, er —

BOUGHT, did —

STORE, to lay up goods.

—s, ed, ing —

—house, a house in which —

—keeper, the man who keeps —

—room, a room in which —

WEIGHT, the quantity of any thing found by weighing it.

—y, iness, ily —

SELLING, giving any thing for a price.

SELL, to give away any thing for a price.	—keeper, the man who sells goods.
—s, <i>ing, er</i> —	SHOPPING, going to shops to buy goods.
SOLD, did —	MONGER, a dealer in any thing.
SHOP, a building in which goods are sold.	FISH—, one who deals —
	IRON—, a dealer in —
	DEAL, to trade in any thing.

## THIRTY-FIFTH STUDY.

## OFFICERS.

MEN are often engaged in public business, and are known as officers. Some kinds of officers were known to the Saxons.

KING, the chief ruler in the nation.	ALDERMAN, an officer of a town.
Are kings useful?	—ship, the office —
—s, <i>ly, liness, less, like, ling</i> —	PROVOST, the chief officer of a town or college.
—ship, the office —	SHERIFF, the officer who executes the law in a county.
—hood, the state of —	BEADLE, a crier in a court of law.
—dom, the territory of —	CANON, a person who performs divine service.
YEOMAN, an officer in the king's house.	—ship, the office —
EARL, a nobleman of the third rank.	BISHOP, an overseer in the church—a preaching elder.
KNIGHT, a man of rank bearing arms.	—ric —
—, to make a knight by a form.	ELDER, an officer in the church.
—s, <i>ed, ing</i> —	QUEEN, the wife of a king, or a woman who is the chief ruler.
—hood, <i>like, ly, liness</i> —	
LORD, one having supreme power, a master.	
LADY, a woman of rank.	
WATCHMAN, one who guards a city by night.	

## THIRTY-SIXTH STUDY.

## THE LEARNED CALLINGS.

SOME of the callings of life require much knowledge, in order to attend to them in a proper way. They are known as the learned professions. Such are the pursuits of the teacher, lawyer, doctor, and minister.

TEACH, to impart knowledge.

—s, *ing* —

TAUGHT, did —

—er, one who —

LAW, a rule of life.

—yer, one who practises —

—maker, one who makes —

—giver, one who gives —

—breaker, one who breaks —

—day, the day of open courts.

Out—, a person without the care

—

—s, *less, lessly, lessness* ——ful, *fully, fulness* —

HEAL, to cure diseases.

—s, *ed, ing* —

—er, one who heals.

PRIEST, one who attends to sacrifice.

—hood, the state —

—ly, *like, liness* —

CANON, a church law.

WORSHIP, to perform acts of religion.

—s, *ed, ing, er* —

MONK, a man who retires from the world to attend to religion.

—ish, *hood* —

NUN, a woman who retires from the world to attend to religion.

—ish, *ishness* —

## CHAPTER VI.

## TOOLS AND WORKS OF MAN.

BUSINESS requires tools or instruments. Man cannot follow any trade or occupation without them. They increase his power, and help him to master all things. Works spring up. These are the products of busy man, and are monuments of his skill. Their study is the study of man.

## THIRTY-SEVENTH STUDY.

## TOOLS AND WORKS OF THE HUNTER AND FISHER.

THE first pursuits of man were carried on, only, by a few rude instruments. His knowledge was very limited.

Bow, an instrument made of bent wood and a string.

CROSS—, a bow placed across a stock.

Arrow, a barbed weapon shot with a bow.

—head, the head of —

—shaped, shaped like —

TRAP, an instrument that shuts with a spring.	SEINE, a large net for taking fish.
SHOT, a missile weapon, ball, bullet.	WEIR, a fence of sticks in a river to take fish.
ROD, a pole for fishing.	NET, an instrument made of interwoven twine.
HOOKE, a curved or bent piece of metal.	HANDLE, the part of a tool held in the hand.
FISH—, a hook to catch —	

## THIRTY-EIGHTH STUDY.

## TOOLS AND WORKS OF THE FARMER.

THE tillage of the ground requires instruments. At first, these were few and rude. Now they are much improved. The farmer has a fine tool for every kind of work.

PLOUGH, s. an instrument to furrow land.	HAY, cut and dried grass.
—share, s. the part of a plough that cuts.	CROP, s. the gathered products of the earth.
—tail, the hind part —	WHEAT, a useful grain from which flour is obtained.
MOULD-BOARD, s. the part of a plough that turns over the furrow.	—ear, an ear —
SPADE, s. an instrument to dig the ground.	BARLEY, a grain somewhat like wheat.
MATROCK, s. a pick-axe with broad iron ends.	BEAR, a kind of barley.
SHOVEL, s. a hollow instrument to throw up earth.	HEAP, a pile, as of grain.
HOE, s. an instrument to cut weeds and loosen the earth.	OAT, s. a kind of grain used for cattle.
RAKE, s. an instrument to gather grass together.	RYE, a grain like wheat, but not so good.
HAND—, a rake used —	FLAX, a plant from which linen is made.
HORSE—, a rake used —	WHIP, s. an instrument for driving animals.
SICKLE, s. a curved instrument to cut grain with.	GAD, s. a rod to drive beasts.
SCYTH, s. an instrument for mowing grass.	GOAD, s. a pointed stick to urge on beasts.
	FETTER, s. a chain to bind the feet of beasts.
	—less —
	Un—, not —



BRIDLE, the instrument by which a horse is guided.	CART, <i>s.</i> a carriage with two wheels.
BLADE, <i>s.</i> the cutting part of a tool.	DRAY, <i>s.</i> a low cart.
SHEARS, an instrument to crop with.	WAGON, <i>s.</i> a carriage with four wheels.
SHEEP——, shears to crop ——	BARN, <i>s.</i> an outhouse for hay and grain.
HEDGE——, shears to crop ——	STILE, <i>s.</i> steps for going up and down in passing over a wall.
HEDGE, a thicket of thorns.	BOWER, <i>s.</i> a sheltered place in a garden.
WALL, a defense of stones.	
BIN, <i>s.</i> a wooden box for grain.	
RACK, <i>s.</i> an open frame from which horses eat hay.	

## THIRTY-NINTH STUDY.

## TOOLS AND WORKS OF THE HOUSEWRIGHT.

THE carpenter, at the present day, has a chest of tools. He is well furnished for his work. In olden times, his instruments were few.

AXE, <i>s.</i> an instrument to hew timber and chop wood.	LADDER, <i>s.</i> a frame of wood joined by rounds.
Is the axe a good instrument!	GATE, <i>s.</i> a large door into an inclosed place.
— <i>handle</i> , the handle of an —	— <i>way</i> , the way ——
— <i>head</i> , the head of ——	BIER, a frame like a barrow to bear the dead on.
HAMMER, <i>s.</i> an instrument to drive or draw nails.	CHEST, <i>s.</i> a wooden box to hold things.
SAW, <i>s.</i> a toothed instrument to cut wood.	BOX, <i>s.</i> a wooden chest.
— <i>blade</i> , the blade of ——	TOWER, <i>s.</i> a building used for defense.
— <i>handle</i> , the handle of ——	STEEPLE, <i>s.</i> the turret of a church ending in a point.
AUGER, <i>s.</i> a tool to bore large holes.	BRIDGE, <i>s.</i> a building raised over a river.
—— <i>hole</i> , the hole ——	
HOUSE, <i>s.</i> a building for man to live in.	

## FORTIETH STUDY.

## THE TOOLS AND WORKS OF THE WHEELWRIGHT.

CARRIAGES, very early in the history of the world, became a want of man. He was unable to convey himself, or his

goods, as he wished, from place to place, without them. The wheelwright came to his help. His tools are, in the main, the same as those of the housewright. His works are different.

- |   |  |
|---|--|
| <b>WHEEL</b> , <i>s.</i> a circular frame of wood for a carriage.             | <b>WAGON</b> , <i>s.</i> a carriage with four wheels, drawn by one or more horses. |
| Is a wheel circular?  | <b>DRAY</b> , a low cart.  |
| <b>NAVE</b> , <i>s.</i> the thick piece of timber in the centre of a wheel.   | <b>WHEELBARROW</b> , <i>s.</i> a frame or box with one wheel.                      |
| <b>SPOKE</b> , <i>s.</i> a bar of a wheel.                                    | <b>HANDBARROW</b> , <i>s.</i> a frame with handles, carried by two men.            |
| <b>RIM</b> , <i>s.</i> the border of the wheel.                               | <b>SLEDGE</b> , <i>s.</i> a frame moved on runners.                                |
| <b>CART</b> , <i>s.</i> a carriage with two wheels, drawn by one horse or ox. |  |

#### FORTY-FIRST STUDY.

##### TOOLS AND WORKS OF THE SHIPWRIGHT.

THE sea has attractions. Man, as he gazed upon it, wished to cross it. For a long time, he had no means of moving on water. The shipwright supplied them in the ship and boat. His tools are like those of the wheelwright and housewright. His works are widely different.

- |   |  |
|---|--|
| <b>SHIP</b> , <i>s.</i> a large vessel made to float on water.                | <b>DECK</b> , <i>s.</i> the covering of a ship.  |
| Did the Saxons call their ships, keels?                                       | <b>HOLD</b> , the hollow part of a ship.   |
| <b>HULL</b> , <i>s.</i> the frame or body of a vessel.                        | <b>BOAT</b> , <i>s.</i> an open vessel moved by oars.                                      |
| <b>HELM</b> , <i>s.</i> the instrument with which a ship is steered.          | <b>OAR</b> , <i>s.</i> an instrument to row boats.   |
| <b>KEEL</b> , <i>s.</i> the timber that extends from stem to stern of a ship. | <b>BALLAST</b> , heavy matter placed in the hold of a ship.                                |
| <b>STEM</b> , the fore part of a ship.  | <b>WHARF</b> , <i>s.</i> a raised mound of stone, earth, or wood, on the shore.            |
| <b>STERN</b> , the hinder part of a ship.                                     | <b>PIER</b> , <i>s.</i> a raised mass of stone extending into a sea or river.              |
| <b>MAST</b> , <i>s.</i> a round piece of timber on which sails are fastened.  | <b>SAIL</b> , <i>s.</i> a spread of canvas, sewed with a double seam, and edged with cord. |
| — <i>head</i> , the top of —  | <b>ROPE</b> , <i>s.</i> a thick line of several twists or strands.                         |
| <b>MAIN</b> —, the chief —  |  |

## FORTY-SECOND STUDY.

## TOOLS AND WORKS OF THE MILLWRIGHT.

MAN, at first, lived on the fruit of the earth. Grains were afterwards cultivated and ground into flour. To do this, a mill was needed—the work of the millwright.

- |   |  |
|---|--|
| <p>MILL, <i>s.</i> a machine for making flour, or the house in which this machine is kept.</p> <p>—stone, a stone for grinding in —</p> <p>How many kinds of mill are there now?</p> <p>DAM, a wall or bank raised to obstruct water.</p> <p>WHEEL, <i>s.</i> a circular frame of wood or iron.</p> | <p>WATER——, a wheel turned——</p> <p>BREAST——, a wheel that receives the water abreast.</p> <p>OVER-SHOT——, a wheel that receives the water from above.</p> <p>UNDER-SHOT——, a wheel that receives the water from below.</p> <p>HOPPER, <i>s.</i> a wooden trough through which grain passes into the mill.</p> |
|---|--|

## FORTY-THIRD STUDY. .

## TOOLS AND WORKS OF THE SMITHS.

THE forge of the blacksmith resounds with the clank of tools. Many useful works are produced there.

- |  |  |
|--|--|
| <p>ANVIL, <i>s.</i> an iron block with a smooth face.</p> <p>Is an anvil made of iron?</p> <p>SLEDGE, <i>s.</i> a large hammer.</p> <p>TONGS, a tool of two shafts, joined at one end.</p> <p>BELLOWS, an instrument to blow the fire.</p> <p>LINCHPIN, <i>s.</i> an iron pin used to keep the wheel of a carriage on.</p> <p>PLOUGH, an instrument to furrow land.</p> <p>SPADE, an instrument to dig with.</p> <p>SHOVEL, an instrument to throw up earth.</p> <p>HOE, an instrument to stir the soil.</p> | <p>WEDGE, a piece of iron thick at one end and sloping to the other.</p> <p>SHOE, <i>s.</i> a rim of iron nailed to the foot of a horse.</p> <p>NAIL, <i>s.</i> a pointed piece of iron with a head.</p> <p>HASP, <i>s.</i> a clasp that passes over a staple.</p> <p>LOCK, <i>s.</i> an instrument to fasten doors.</p> <p>KEY, <i>s.</i> an instrument to shut or open a lock.</p> <p>—hole, the hole of —</p> <p>WARD, <i>s.</i> a part of the lock that agrees to part of the key.</p> <p>SPRING, <i>s.</i> an elastic part of a lock.</p> |
|--|--|

## FORTY-FOURTH STUDY.

## TOOLS AND WORKS OF THE WEAVER.

THE wants of man called for clothing. His taste demanded fine materials. The weaver arose to meet his wants and taste.

LOOM, <i>s.</i> a frame of wood for weaving.	SILK, the thread of silk-worms.
Did Jacquard invent the modern loom?	WARP, the yarn that runs lengthwise in the loom.
SLAIE, a weaver's reed.	WOOF, the yarn that runs across the loom.
REED, a weaver's instrument to separate the threads of the warp.	WEB, <i>s.</i> cloth woven out of yarn.
SPINDLE, <i>s.</i> the pin used in spinning-wheels for twisting the thread.	SPINNING-WHEEL, a wheel on which thread is spun.
YARN, thread spun from wool or flax.	KNOT, the union of thread or cords.

## FORTY-FIFTH STUDY.

## TOOLS AND WORKS OF THE MANUFACTURER.

MAN, by skill, and the aid of instruments, has changed the raw materials of the earth, and produced many noble works.

GLASS, a hard, brittle substance composed of sand and potash.	HAT, a cover for the head, of a certain shape.
Is glass useful?	NEEDLE, an instrument of steel, with an eye and point.
CLOTH, a material made of wool; hair, or flax.	PIN, an instrument with a point and head, used for fastening apparel.
WOOLÉN——, cloth made of ——	HOSE, a cover for the leg.
OIL——, cloth made of ——	COMB, a toothed instrument for arranging or clearing the hair.
HAIR——, cloth made of ——	COMB, to arrange the hair with a comb.
SILK, a kind of cloth made of the thread of the silk-worm.	——s, <i>ed, ing</i> ——
SHOE, a cover for the foot.	Un——ed, not ——
GLOVE, a cover for the hand.	LEATHER, the prepared skin of animals.
——s, <i>ed, ing</i> ——	LIQUOR, a fluid substance of any kind.
Un——d, not ——	
CAP, a cover for the head, chiefly of children.	

## FORTY-SIXTH STUDY.

## TOOLS AND WORKS OF THE HOUSEWIFE.

HOUSEKEEPING requires many utensils. These were few in olden times. Now they are greatly multiplied.

<b>MEAL</b> , the substance of grain ground. Is meal the flour of corn?	<b>BELL</b> , s. a hollow vessel used to make sounds.
<b>SIEVE</b> , s. an instrument that separates meal from the bran.	<b>GONG</b> , s. a privy, an instrument used to make sounds.
<b>STOVE</b> , s. an iron instrument used for making fire in.	<b>FORK</b> , s. an instrument with a handle and points, to lift food to the mouth.
<b>OVEN</b> , s. a place for baking in.	<b>KNIFE</b> , s. a cutting instrument with a sharp edge.
<b>FIRE</b> , s. heat made from wood or coal.	<b>NEEDLE</b> , s. an instrument of steel used in sewing.
<b>LOAF</b> , s. dough shaped and baked.	<b>COMB</b> , s. a toothed instrument used to arrange the hair.
<b>BREAD</b> , dough made by moistening and kneading flour, and baking it.	<b>FAN</b> , s. an instrument used by ladies to put the air in motion.
<b>KETTLE</b> , s. a hollow vessel used to boil water in.	<b>BESOM</b> , s. an instrument, or brush, used to sweep with.
<b>CHURN</b> , s. a vessel in which milk is agitated, and butter made.	<b>TOKEN</b> , a mark of love and attention.
<b>LADLE</b> , an instrument with a bowl and handle.	
<b>BETLE</b> , s. a wooden hammer.	

## FORTY-SEVENTH STUDY.

## TOOLS AND WORKS OF THE SOLDIER.

WAR has pressed some instruments into its service. The skill of man has been used in making weapons of death.

<b>SHIELD</b> , s. a broad piece of armor. Is the shield used at present?	<b>ARMOR</b> , a habit worn for defense in battle.
<b>TARGET</b> , s. a small shield.	<b>SPUR</b> , s. an instrument worn on the heel of horsemen.
<b>SWORD</b> , s. a weapon worn at the side.	<b>SLING</b> , s. an instrument to throw stones.
<b>SPEAR</b> , s. a long pointed weapon.	<b>SHOT</b> , a bullet, or ball.
<b>ARROW</b> , s. a shaft with a barbed head.	

Bow, <i>s.</i> a bent piece of wood and string.	HELMET, <i>s.</i> a defense for the head in battle.
— <i>string</i> , the string of —	TOWER, <i>s.</i> a building used for defense.
CROSS—, a bow that crosses a stock.	CASTLE, <i>s.</i> a fortified building.

## FORTY-EIGHTH STUDY.

## TOOLS AND WORKS OF LEARNED BUSINESS.

THE learned callings of life require few instruments. Their works are various.

HARP, <i>s.</i> a stringed instrument of music.	DESK, an inclined table to write on.
Is a harp a stringed instrument of music?	SONG, a little poem.
PIPE, <i>s.</i> a wind instrument of music.	BOOK, <i>s.</i> the thoughts of a man printed and bound.
PEN, <i>s.</i> an instrument used to write with.	WORD, letters or sounds used as the sign of a thing.
INKHORN, a vessel for ink.	CREED, the articles of belief.
	SPEECH, a discourse in public.

## FORTY-NINTH STUDY.

## TOOLS AND WORKS OF DIFFERENT KINDS OF BUSINESS.

THERE are callings about which the Saxons knew little. The names of tools and works connected with some of these, we will place together.

WATCH, an instrument to measure time.	SADDLE, <i>s.</i> a seat to be placed on a horse's back.
Is a watch moved by a spring?	— <i>r</i> , one who —
— <i>glass</i> , a glass that —	AWL, <i>s.</i> a pointed tool used to make holes in leather.
— <i>spring</i> , an elastic piece of steel in a watch.	SHOE, <i>s.</i> a cover of leather for the foot.
CLOCK, an instrument moved by weights to keep time.	— <i>maker</i> , one who makes —
— <i>work</i> , the works of —	LAST, <i>s.</i> a form of the foot made of wood.

**GLOVE**, *s.* a cover for the hand.

—*er*, one who —

**HAT**, a covering for the head.

—*er*, one who makes —

**KILN**, an oven of stone or brick for burning lime, or hardening any thing.

**ROAD**, an open way for travel.

**PARK**, an inclosed piece of ground.

**WELL**, a place dug to obtain water.

**MOUND**, a bank of earth raised for defense.

**DITCH**, a trench dug in the earth.

**TIMBER**, wood prepared for building.

**TOW**, the broken and coarse part of flax.

**TOLL**, a tax paid for some privilege.

## FIFTIETH STUDY.

### WEIGHTS AND MEASURES.

**WEIGHTS** and measures are portable instruments by which men find the value of all quantities.

**SCALE**, a balance to weigh things.

Is a scale much used?

**WEIGHT**, a mass of iron or brass as a standard for weighing other things.

**POUND**, a weight of twelve ounces.

**HUNDRED**, a weight of one hundred pounds.

**TON**, a weight of twenty hundred.

**GRAIN**, the weight of a kernel of wheat.

**FOOT**, a measure of length of twelve inches.

**YARD**, a measure of three feet.

**SPAN**, a measure of the length between the thumb and little finger.

**FATHOM**, a measure of six feet.

**MONEY**, coin used as a measure of value.

• **POUND**, money valued at twenty shillings.

**SHILLING**, money valued at twelve pence.

**PENNY**, money made of copper.

**FARTHING**, the fourth of a penny.

## FIFTY-FIRST STUDY.

### NUMBERS.

**NUMBERS** are the finest instruments of the mind.

**ONE**, the sign of a single thing.

Is one a number?

**TWO**, the sign of one and one thing.

**THREE**, the sign of two and one thing.

**FOUR**, ———

**FIVE**, ———

**SIX**, ———

**SEVEN**, ———

**EIGHT**, ———

**NINE**, ———

TEN, ———	FIFTH, ———
FIRST, the foremost in the order of place and time.	SIXTH, ———
SECOND, next in order.	SEVENTH, ———
THIRD, first after the second.	EIGHTH, ———
FOURTH, ———	NINTH, ———
	TENTH, ———

## CHAPTER VII.

## THE WORKS OF THE CREATOR.

THE tools and works of man introduce us to the works of the Creator. We go forth from home to gaze upon the earth and heavens. We drop the hoe or spade to pick up a flower, or gaze upon some cloud sailing in the blue sky. Man, for the moment, is forgotten; and we feel the presence of the Creator—God over all, blessed for evermore.

## FIFTY-SECOND STUDY.

## THE EARTH.

THE earth is the Lord's, and the fulness thereof. The earth hath He given to the children of men.

EARTH, the world in which we live.

Is the earth round like a ball?

EARTH, the dust and mould on which we tread.

——y, *ly, liness, ling* ——

——en, made of ——

——ware, crockery made ——

——born, born of ——

——bound, fastened to ——

——quake, a shaking of ——

SEA, *s.* a large body of water.

——board, the shore ——

——breeze, wind blowing from ——

——man, a sailor.

——like, *ship.*

WATER, a useful and abundant fluid.

——y, *less, ish, ishness.*

LAND, the solid matter of our world.

——less ——

——breeze, air moving from the ——

——flood, an overflowing ——

——force, troops serving ——

——holder, an owner of ——

——lady, a lady having tenants.

——lord, the owner of ——

——mark, a mark to bound ——

——sman, one who lives ——

——tax, a tax of money ——

LAND, to set on shore.

——s, *ed, ing* ——



## FIFTY-THIRD STUDY.

## BODIES OF LAND.

THE land or solid part of the earth is divided into parts. These are to be named and known.

HILL, *s.* a small rise of land.

Are hills pleasing to the eye?

—*y, iness* —

—*top*, the top of a hill.

—*ock*, a small —

MOUNT, a mass of earth higher than a hill.

MOUNT, to rise on high.

—*s, ed, ing, er* —

PEAK, *s.* the point of a hill or mount.

—*ish, ed* —

RIDGE, *s.* a range of hills or mounts.

—, to form a ridge.

—*s, ed, ing, y* —

CLIFF, *s.* a high steep rock.

BANK, *s.* a pile of raised earth.

—, to raise a mound of earth.

—*s, ed, ing* —

KNOLL, *s.* a little round hill.

MEADOW, a tract of low land.

DELL, *s.* a hollow place between hills.

GLEN, *s.* a deep hollow place between hills.

SHORE, *s.* the land bordering on the sea.

—*less* —

ISLAND, a tract of land surrounded by water.

—*er*, one who dwells —

PIT, *s.* a deep place in the earth.

DUST, dry, powdered earth.

—*y, iness* —

DUST, to free from dust.

—*s, ed, ing* —

—*brush*, a brush to free —

SWAMP, *s.* spongy land filled with water.

LEDGE, an elevated row of rocks.

SWARD, the grassy surface of land.

## FIFTY-FOURTH STUDY.

## BODIES OF WATER.

THE water on the surface of the earth appears in various bodies that have names and uses.

WATER, a fluid of great use and very abundant. *Un* — not —

Is water used for drink?

—*y, iness, less, ish* —

WATER, to supply with water.

—*s, ed, ing* —

—*fall*, a descent of —

—*wheel*, a wheel moved —

—*man*, a boatman.

FOAM, froth formed in water.

—*y, iness* —

SOUND, a narrow sea, or strait.

——, to measure the depth of water  
by lead and line.

——*s, ed, ing, less* ——

BAY, an arm of the sea.

SHOAL, *s.* shallow water.

STREAM, *s.* a current or flow of water.

——, to flow as water.

——*s, ed, ing* ——

CREEK, a small inlet of the sea.

HARBOR, a port for ships.

## FIFTY-FIFTH STUDY.

## MINERAL BODIES OF THE EARTH.

THE earth, especially the land, is made up of various kinds of minerals and metals. Some of these were known to the Saxons.

IRON, a grayish, hard, and useful metal.

Is iron made into steel?

——*smith*, a worker ——

——*bound*, bound ——

——*flings*, particles of ——

——*foundry*, the place where castings ——

IRON, to arm with iron, or smooth.

——*s, ed, ing* ——

TIN, a whitish, soft, elastic metal.

——*smith*, a worker in ——

——*mine*, a mine ——

TIN, to cover with tin.

——*s, ed, ing* ——

SILVER, a white, brilliant metal.

——*smith*, a worker in ——

SILVER, to coat with silver.

——*s, ed, ing, y* ——

GOLD, a yellow, heavy, and precious metal.

——*en*, made of ——

——*beater*, one who beats ——

——*dust*, particles ——

——*leaf*, leaf or thin ——

——*smith*, a worker in ——

GILD, to overlay with gold.

——*s, ed, ing, er* ——

LEAD, a dull, whitish, and soft metal.

——*en*, made of ——

——*pencil*, an instrument to draw lines.

WHITE ——, carbon and lead used as a paint.

RED ——, oxygen and lead used as a paint.

BRASS, a metal, known as an alloy of copper and zinc.

STEEL, iron combined with carbon.

——, to point with steel.

——*s, ed, ing, y* ——

——*yard*, the Roman balance, or scales.

## FIFTY-SIXTH STUDY.

## MINERAL BODIES OF THE EARTH CONTINUED.

COAL, a solid black substance used for fuel.	SAND, fine, gritty particles.
Is coal a vegetable or a mineral?	—y, ish, iness —
COLLIER, s. one who digs coal.	—stone, a stone composed —
—pit, a pit where —	FLINT, s. a grayish black stone.
—mine, a mine where —	—s, y —
—miner, a man who works —	—glass, the purest —
—scuttle, a vessel for carrying —	CLAY, oily earth.
SALT, a compound substance used for seasoning.	—ey, ish —
—, to season with salt.	LOAM, y. a mixture of sand and clay.
—s, ed, ing, y, less, ish, ness —	BRIMSTONE, roll sulphur.
—mine, a mine where —	CHALK, a dull white earth.
—spring, a spring of —	—y, iness —
	LIMESTONE, a gray stone from which lime is made.

## FIFTY-SEVENTH STUDY.

## VEGETABLE BODIES OF THE EARTH.

THE solid earth is clothed with plants. Many of these were observed and named by our Saxon forefathers. The plants of England received much attention from them.

## TREES.

TREE, s. a plant whose stem is large and woody.	ASH, a grayish and stately tree, supplying good wood.
How long does it take an acorn to grow an oak tree?	BIRCH, a whitish or blackish tree, whose twigs are long and slender.
—less, without —	—en —
WILLOW, s. a tree of a drooping form.	BEECH, en. a fine tree of silvery bark.
SALLOW, s. a kind of willow of a sickly hue.	ELM, s. a stately tree with drooping limbs.
OAK, s. a hardy and noble tree, supplying fine timber.	LINDEN, s. a fine cone-like tree, with rich flowers.
—en, ling —	HAWTHORN, s. a small tree bearing the haw.
MAPLE, s. a tree of a cone-like form.	

- HOLLY, a tree of a rich glossy foliage.  
 APPLE-TREE, a tree bearing the apple.  
 PEAR-TREE, a tree bearing a rich fruit like the apple.  
 PLUM-TREE, a tree bearing plums.  
 FIR, an evergreen, cone-like tree, useful for timber.
- HEMLOCK, a kind of fir whose leaves are prisms.  
 CHESTNUT, a large, spreading tree, useful for its nut and timber.  
 HORSE——, a cone-like tree, bearing rich flowers—native to Africa.  
 YEW, an evergreen tree, like the fir.

## FIFTY-EIGHTH STUDY.

## SHRUBS.

- SHRUB, a dwarf tree.  
 Is the rose-bush a shrub?  
 ——y, *iness*, *less* ——  
 THORN, a shrub having spines.  
 ——y, *less* ——  
 HAZEL, a shrub bearing a fine nut.  
 BRIER, a shrub full of small thorns.  
 ——y, *ed* ——  
 BRAMBLE, any rough prickly shrub.  
 FUZZE, a thorny evergreen shrub with yellow blossoms.
- HEATH, a dry, brittle, and brownish shrub.  
 WHORTLEBERRY, a shrub bearing a fine berry.  
 MISTLETOE, a shrub growing on the oak.  
 IVY, a climbing shrub that grows on walls.  
 MADDER, a plant used in dyeing.  
 WORMWOOD, a small, bitter shrub.

## FIFTY-NINTH STUDY.

## HERBS.

- NETTLE, a herb whose prickles raise blisters.  
 Will the juice of the nettle cure burns?  
 HEMLOCK, a poisonous plant.
- FERN, a plant whose fruit is on the back of the leaf.  
 RUE, a plant used in medicine.  
 FENNEL, a plant yielding scented seeds.

## SIXTIETH STUDY.

## GRASSES.

- GRASS, plants that form the food of cattle.  
 Are grasses very useful?
- MEADOW——, grass that grows ——
- ORCHARD——, grass that grows ——  
 SEDGE, coarse grass growing in swamps.  
 REED, grass with hollow jointed stems.

- CLOVER**, a plant with three leaves.      **HEMP**, a plant whose skin is used for  
**RYE**, a useful grain, and easily raised.      cords.  
**BARLEY**, a bearded kind of grain      **SORREL**, a plant of an acid taste.  
     used for making malt.      **WHEAT**, next to rice, the most useful  
**BEAR**, a kind of barley.      grain.  
**FLAX**, a plant that yields fibre for      **OAT**, a plant yielding a grain for food.  
     thread.

## SIXTY-FIRST STUDY.

## VEGETABLES.

- BEAN**, a plant with a straight stalk      **LEEK**, a plant with a bulbous root  
     yielding a flat seed.      **GARLIC**, a plant with a bulbous root  
     Are beans used for food?      and acid taste.  
**PEA**, a climbing plant yielding a pea      **PARSNIP**, a plant with a spindle  
     good for food.      root and used for food.  
**RADISH**, a plant whose root is eaten      **TURNIP**, a plant whose bulbous root  
     raw.      is good for food.

## SIXTY-SECOND STUDY.

## FLOWERS.

- DAISY**, a bright, button-like flower,      **MALLOWS**, a soft, large-leaved plant,  
     called the eye of day.      with depressed fruits.  
     Has Burns immortalized the daisy?      **BLOSSOM**, the flower of plants  
**POPPY**, a showy plant whose juice      **THISTLE**, a prickly plant with a  
     produces sleep.      showy head.

## SIXTY-THIRD STUDY.

## SOME PRODUCTIONS OF PLANTS.

**TREES** and shrubs yield fruits of various kinds that are useful for food. Some of them are luxuries.

- APPLE**, the fruit of the apple-tree.      **PLUM**, a fine stone fruit.  
     Is the apple a large fruit?      **BERRY**, a pulpy fruit mostly found on  
**PEAR**, a large fruit like the apple.      shrubs.  
**NUT**, a fruit consisting of a shell and      **HAW**, the berry of the thorn.  
     kernel.      **SLOE**, the fruit of the wild plum.

ACORN, the nut of the oak.	PITCH, the thick juice of certain trees.
CORN, the seed of such plants as wheat, rye, and maize.	GUM, the clear and pleasant juice of some trees.
TAR, a thick, dark, resin-like substance.	STARON, a white substance without smell or taste.

## SIXTY-FOURTH STUDY.

## THE PARTS OF PLANTS.

THE smallest plant consists of several parts, all of which have their use. The Saxons observed and named some of them.

STEM, the body of a plant. Is the stem always wood?	SAP, the juice of a tree.
BOUGH, the arm or branch of a tree.	LEAF, s. the broad organs that rise out of the small boughs.
TWIG, the smallest bough of a plant.	BLOSSOM, the flower of a plant.
WOOD, the solid part of a tree.	SEED, the substance from which plants are produced.
PITH, the spongy centre of a tree.	KERNEL, the eatable part of a nut.
BARK, the outward covering of a tree.	

## SIXTY-FIFTH STUDY.

## ANIMAL BODIES OF THE EARTH.

THE earth is more than clothed and made beautiful by trees, shrubs, grasses, and flowers. It is animated—it is alive. Animals, or living creatures, are found on the land, in the air, and in the depths of the water. The Saxons observed and named many of them. These names are now to be seen.

## DOMESTIC BEASTS OR ANIMALS.

OX, <i>m.</i> the male of the cow tribe. Is the ox used in ploughing?	COLT, a young horse.
COW, <i>s.</i> the female of domestic animals with cloven feet, that gives milk.	BULLOCK, a young or little bull.
HORSE, a fine animal with uncleft hoof.	SHEEP, a small quadruped useful for food and wool.
	RAM, the male of the sheep.
	GOAT, an animal somewhat like the sheep, but with hollow horns.

LAMB, a young sheep.  
 STUD, *s.* a horse for war—a fine horse.  
 MARE, the female of the horse class.  
 FLOCK, a company, as of sheep.  
 SWINE, a thick-skinned animal used for food.  
 PIG, the young of swine.  
 HOUND, *s.* a kind of dog used for hunting.

GREY——, a hound of great speed.  
 HORN, *s.* a hard substance growing on the heads of some animals.  
 HOOF, *s.* a horny substance that covers the feet of animals.  
 HIDE, *s.* the skin of an animal.  
 MARROW, a soft substance found in the hollow of bones.

## SIXTY-SIXTH STUDY.

## WILD ANIMALS.

THE most of animals remain wild. They have never been tamed by man, and are not likely to be used in his service.

ELEPHANT, *s.* a thick-skinned animal of great size.

Is the elephant used much in Asia?

DEER, an animal like the goat, whose meat is food.

REIN——, a deer that is found in cold regions.

FALLOW——, a small kind of deer almost domesticated.

DOE, the female of the fallow-deer.

STAG, the male red deer.

HART, *s.* the female red deer.

ROE, the smallest of the deer kind.

BUCK, the male of the fallow-deer, or goat.

ELK, *s.* a large kind of deer called moose.

HARE, *s.* a small animal with long

ears and a very short tail.

FOX, an animal like a dog, and very cunning.

BEAR, a large, unsightly animal, found in cold climates.

BOAR, the wild hog.

OTTER, *s.* a small animal that lives in water and has web feet.

RAT, *s.* an animal like a mouse, but larger.

MOUSE, a small animal that dwells chiefly in houses.

APE, *s.* a four-handed animal living in warm countries.

TOAD, *s.* a small clumsy animal like the frog.

FROG, *s.* a small animal that lives on land and water.

TADPOLE, a young frog.

## SIXTY-SEVENTH STUDY.

## WATER ANIMALS.

THE water, as well as the land of the earth, is full of living creatures. Many of these are useful to man.

<b>FISH</b> , an animal with scales and fins.	<b>WHALE</b> , a large animal partly fish.
Are fish good for food?	<b>CRAB</b> , an animal covered with a crust-like shell.
<b>HERRING</b> , a fish used much for food.	<b>LOBSTER</b> , an animal like a crab.
<b>TROUT</b> , a fine fish found in fresh and salt water.	<b>CLAM</b> , a shell-fish used for food.
<b>ROACH</b> , a fresh-water fish with shiny scales.	<b>FIN</b> , a limb of a fish used for swimming.
<b>SEAL</b> , a dog-headed animal found in cold countries.	<b>SCALE</b> , a small crust which covers a fish.

## SIXTY-EIGHTH STUDY.

## REPTILES.

**REPTILES** were not known much to the Saxons. This large division of animals is found chiefly in hot climates.

<b>SNAKE</b> , s. a serpent like the eel in form.	<b>WORM</b> , s. a ringed animal without feet.
Are snakes poisonous?	<b>LEECH</b> , s. a worm-like animal used for sucking blood.
<b>ADLER</b> , s. a venomous serpent of the viper class.	<b>FROG</b> , a small animal with four feet, naked body, and no tail.
<b>SNAIL</b> , s. a slimy, slow-creeping animal.	<b>TOAD</b> , a kind of frog.

## SIXTY-NINTH STUDY.

## INSECTS.

**INSECTS** are very numerous in most countries. They swarm in hot climates. Some of them are found in England.

<b>BEES</b> , s. a small winged insect that makes honey.	<b>HOUSE</b> —, a common black fly found in houses.
Is the bee useful to man?	<b>GAD</b> —, a large fly that stings cattle.
<b>WASP</b> , s. an insect like the bee.	<b>GNAT</b> , s. a small insect whose bite is sharp.
<b>HORNET</b> , an insect like the wasp.	<b>BEEBLE</b> , an insect with a crust-like covering.
<b>FLY</b> , s. a winged insect of various kinds.	



**MIDGE**, a kind of gnat.

**EARWIG**, an insect with large transparent wings.

**MOTH**, a winged insect that destroys clothes.

**FLEA**, a small, black, troublesome insect.

**LOUSE**, a small insect that lives on plants or animals.

**MITE**, a very small insect found on cheese.

**EMMET**, a small insect, as the ant.

**WEEVIL**, a small insect of the beetle tribe that destroys grain.

## SEVENTIETH STUDY.

### BIRDS.

**BIRDS** are abundant in all climates. Their forms and plumage please the eye. The song of many of them delights the ear.

**HAWK**, a crooked-beaked bird that lives on flesh.

Are hawks wild?

**OWL**, a strange bird that flies at night.

**KITE**, a bird of prey that can fly without moving its wings.

**RAVEN**, an unclean bird that lives on dead flesh.

**CROW**, a large black bird.

**ROOK**, a bird like the crow, that feeds on grain and insects.

**LARK**, a bird noted for its song.

**THRUSH**, a fine singing bird.

**BLACKBIRD**, a kind of thrush.

**SWALLOW**, a bird of quick motion and flight.

**DOVE**, a kind of pigeon.

**CUCKOO**, a wandering bird noted for its note.

**SWAN**, a bird like the goose, with arched neck.

**NIGHTINGALE**, a small bird that sings at night.

**FINCH**, a small singing bird.

**GOLD**—, a finch whose head is tipped —

**CHAF**—, a finch delighting in —

**BUL** —, a finch with thick bill and crimson head.

**BIRD**, an animal with legs and wings.

**BILL**, the beak of a bird.

**WING**, the limb of a bird used for flight.

**CLAW**, the sharp nail of a bird.

## SEVENTY-FIRST STUDY.

### DOMESTIC BIRDS.

**DOMESTIC** birds add much interest to the barn-yard. They are useful, and adorn the home of man.

FOWL, a winged animal.	GOOSE, a well-known domestic water-
DOMESTIC —, a winged animal —	fowl.
HEN, a female domestic fowl.	GANDER, the male —
COCK, a male domestic fowl.	GOSLING, a little or young goose.
CHICKEN, the young of domestic fowl.	

## SEVENTY-SECOND STUDY.

## PRODUCTIONS OF ANIMALS.

ANIMALS yield man many things that are useful. They clothe and feed him.

MILK, a white fluid yielded by many animals.	birds.
Is milk good for children?	WOOL, the soft hair of sheep.
BUTTER, an oily substance obtained from milk.	—y, <i>iness, on</i> —
—y, <i>less</i> —	OIL, a greasy substance drawn from animals.
MEAT, the flesh of animals.	—y, <i>iness</i> —
Egg, a body formed by female	HAIR, the mass of thread-like covering on the skin of animals.

## SEVENTY-THIRD STUDY.

## BODIES IN THE HEAVENS.

THE bodies that appear in the heavens early attract the infant eye. The sun, moon, and stars have fixed the attention of man in all ages.

HEAVENS, the region that surrounds the earth.	MOON, the body that lights the earth by night.
Are the aerial heavens high?	STAR, a twinkling bright body in the heavens.
SUN, the body that lights the earth by day.	WELKIN, the vault of heaven.

## CHAPTER VIII.

## GOD.

THE works of God are great, sought out of all those that have pleasure therein. When we look upon their form, number, beauty, and use, we are led to think of their Creator.

## SEVENTY-FOURTH STUDY.

## GOD.

WHERE is God my Maker? This question is just as simple and natural as to ask, Where is my father?

God, the Supreme Being, the Good  
One.

—ly, liness, like, less, lessness —

—head, the nature of —

Un—ly, not like —

FATHER, the first person in the God-

head—the Author of all things.

SON, the second person in the God-

head—the daysman.

HOLY GHOST, the third person in the

Godhead, the Spirit that makes the

soul holy.

## SEVENTY-FIFTH STUDY.

## ATTRIBUTES OF GOD.

THE attributes of God are those qualities that belong to Him. We find the names of some of them in the Saxon part of our language. Their names are impressive, and stand for things in which every child has an interest.

MIGHT, strength or power.

Is the might of God great?

—y, abounding in —

—iness, ily —

ALMIGHTY, having all power.

KNOW, to see and understand.

KNOWLEDGE, a clear understanding of things.

WISE, having much knowledge.

WISDOM, the power to use knowledge in the right way.

GOOD, a quality that makes happy.

GOODNESS, the state of being good.

TRUE, according to fact or what is —

TRUTH, the standard of all that is good and wise and right.

HOLY, pure from all blemishes.

HOLINESS, the state of being holy.

## SEVENTY-SIXTH STUDY.

## RELATIONS OF GOD TO MAN.

ALL that is dear in objects is found in their relations to us. It is this that makes one man a father. God is kindly related to us; and His relations are full of interest. Have we not all one Father? Hath not one God created us?

**MAKER**, the Creator.

Is God the Maker of man?

**HOLD**, to keep or maintain.

*Up*—, to support.

*Up*—*er*, one who supports.

**RULE**, to govern or direct.

**RULER**, one who governs or directs.

**DAYSMAN**, a mediator.

**PEACE-MAKER**, one who reconciles parties at variance.

**HIGH-PRIEST**, the chief priest.

**SHEPHERD**, one who feeds and guides men or sheep.

**FATHER**, the Author of our being and happiness.

## SEVENTY-SEVENTH STUDY.

## THE ABODE OF GOD.

HEAVEN is His throne, and the earth is His footstool. God filleth heaven and earth with His fulness.

**EARTH**, the world which we inhabit.

**HEAVEN**, the air—the place of the

sun, moon, and stars—the dwelling-

place of holy angels.

## CHAPTER IX.

## PLACE AND TIME.

PLACE and time belong to every thing which we know, and require a passing notice. It is wise to notice the locality of bodies, and the time when events happen. The names, of some places and divisions of time, may now be studied, and the things for which they stand, understood.

## SEVENTY-EIGHTH STUDY.

## PLACES ON THE EARTH AND IN THE HEAVENS.

THE earth and heavens may be looked upon as places, and divided into various parts.

HEAVENS, the place where the sun, moon, and stars appear, and holy angels dwell.	NORTH, the place opposite to the sun at noon.
Can any one measure the heavens?	SOUTH, the place opposite the north.
EAST, that place in the heavens where the sun rises.	GROUND, the earth as distinct from air and water.
WEST, that place in the heavens where the sun sets.	EARTH, the place where plants, animals, and man live.
	ACRE, a measured piece of earth.
	FIELD, ground not built on.

## SEVENTY-NINTH STUDY.

## RELATIVE PLACES.

PLACES are compared with one another, and named. The names mark their relations.

HERE, the place where we are.	NEAR, close by a place.
THERE, a place beyond where we are.	BELOW, under in place.
THITHER, the place to which a thing goes.	BENEATH, under in place.
WHERE, at what place.	NIGH, near in place.
WHITHER, to what place.	OUT, beyond in place.
WITHIN, inclosed in a place.	OUTWARD, going beyond in place.
WITHOUT, outside of a place.	BEYOND, at the outside in place.
HENCE, from this place.	UP, ascending in place.
HIGH, above in place.	TOGETHER, brought near in place.
LOW, not high in place.	NEXT, nearest in place.
INWARD, towards a place.	MIDDLE, coming between the extremes in a place.
FAR, distant in place.	MID, at equal distance from extremes.
FARTHER, more distant in place.	YONDER, distant in place, but in view.
OVER, above in place.	

## EIGHTIETH STUDY.

## LARGE DIVISIONS OF TIME.

ALL events have their times and seasons, which are to be observed and named. The Saxons gave much attention to this subject.

TIME, the measure of events.

Is time a part of eternity?

DAY *s.* the time we have sunlight.

—*ly* —

—*break*, the dawn of —

—*light*, the light of —

—*spring*, the first gleam of —

—*time*, the time of —

SUN —, the day dedicated by the Saxons to the Sun—the Christian Sabbath.

MON —, the day of —

TUE —, the day of —

WEDNES —, the day of —

THURS —, the day of —

FRI —, the day of —

SATUR —, the day of —

NIGHT, the time the sun is absent.

—*ly* —

—*fall*, the drop of —

WEEK, the space of seven days and nights.

—*ly* —

MONTH, the space of the moon's motion round the earth.

—*ly* —

YEAR, the space of time in which the earth moves round the sun.

SPRING, the part of the year when plants bud.

SUMMER, the manhood of the year.

FALL, that part of the year when leaves fall.

WINTER, that part of the year when cold prevails—the old age of the year.

EASTER, the festival of the Saviour's resurrection.

LENT, the space of forty days before Easter.

## EIGHTY-FIRST STUDY.

## SMALLER DIVISIONS OF TIME.

MORN, the first part of day.

MORNING, the opening of the day.

EVENING, the close of the day.

EVENTIDE, the time of evening.

NOON, the part of the day when the sun is overhead.

—*day*, the time of —

—*tide*, the highest point of —

AFTER —, the time —

FORE —, the time —

NIGHT, the time from sunset to sunrise.

MID —, the middle —

TWILIGHT, the mixture of day and night.

MORROW, the day after to-day.

DAWN, the break of day.

## EIGHTY-SECOND STUDY.

## RELATED DIVISIONS OF TIME.

SOME of the divisions of time are known and named as they are related to each other. Such divisions are useful, and their names are to be studied.

NOW, the present time.	AGAIN, repeated in time.
BEFORE —, time before the present.	WHEN, at what time.
HEREAFTER, time after now.	THEN, at that time.
ALWAYS, time unending.	WHILE, during a certain time.
EVER, time without limits.	YET, remaining time.
N —, no —	STILL, time up to the present.
SOON, early, at a certain time.	NEW, recent in time.
LATE, behind the set time.	OLD, of long duration.
EARLY, before the set time.	

## CHAPTER X.

## QUALITIES OF THINGS.

To the qualities of things we now turn. Every thing in the world has its own qualities. Snow is white and cold: fire is bright and warm. Qualities form the greater part of our knowledge. Some of them we have already noticed: others yet remain to be seen.

The infant mind FIRST acquires the *names* of things. It then goes back to learn their *qualities*. Its THIRD effort is to learn the *actions* of these things. This is a *law* of mind in acquiring language. First, it learns the names, *mamma*, *papa*, *dog*. Second, the qualities of these things, thus: *good mamma*, *kind papa*, *bad dog*. Third, it turns back to learn the actions of these things: *good mamma comes*, *kind papa runs*, *bad dog bites*.

It is out of regard to this law of mind, that we turn back

here, to give the Saxon words denoting *quality*, in each of the preceding studies, beginning at HOME.

## EIGHTY-THIRD STUDY.

## QUALITIES OF HOME.

To gather up the qualities of home is as pleasant as to gather flowers.

SWEET, pleasing.

Is home sweet!

—*en, ed, ing, ness, ish, ishness* —

DEAR, precious, or of great value.

—*er, est, ly, ness* —

*En*—, to make —

—*s, ed, ing* —

LOVE, to delight in —

—*d, ly* —

*Be*—*d*, greatly —

## EIGHTY-FOURTH STUDY.

## QUALITIES OF A HOUSE.

THE building, in which we live, exerts a great influence upon our hearts and lives. It does so by its qualities. Let them be pleasing, then; and man is happy.

SMALL, little in extent.

May a small house be neat?

—*er, est, ness, ish* —

GREAT, large in extent.

—*er, est, ness, ly* —

OLD, a long time made.

—*er, est, ness, ish* —

NEW, lately made.

—*er, est, ness, ish, ly* —

BARE, laid open to view.

—*ly, ness* —

SHADE, shelter from light: to shelter from light.

—*y, iness* —

HIGH, raised far above the earth.

—*er, est, ness* —

LOW, raised a little above the earth.

—*er, est, ly, liness* —

## EIGHTY-FIFTH STUDY.

## QUALITIES OF OUTHOUSES.

THE condition of our domestic animals depends, very much, upon the character of our outhouses. The habitation of animals should be clean, roomy, and well aired.



Room, enough of space.

Is there room enough in the barn?

—y, iness, ful, ily —

Long, extended in length.

—er, est —

Narrow, of little width.

—er, est, ness, ly —

Wide, extended between the sides.

—er, est, ness —

Clean, free from dirt of any kind.

—er, est, ly, liness, ness —

Dirt, any foul matter.

—y, ier, iest, iness —

Open, not closed, exposed.

—ly, ness —

Dry, free from moisture.

—er, est, ness, ly —

Wet, containing moisture.

—er, est, ness —

#### EIGHTY-SIXTH STUDY.

##### QUALITIES OF HOUSEHOLD-STUFF.

THE furniture of a house adds much to the comfort of the inmates. It forms the taste of children. It does so by its qualities, which should, on this account, receive some attention.

Nice, delicate or fine.

Are the chairs nice?

—r, est, ly, ness —

Snow, to present to view for show.

—y, abounding —, splendid.

—ness, ily —

Rough, uneven, or not polished.

—er, est, ly, ness —

Smooth, even surface, polished.

—er, est, ness, ly —

Even, level, uniform.

—ly, ness —

Heavy, weighty or massy.

—ly, ness —

Light, having little weight.

—er, est, ness, ly —

#### EIGHTY-SEVENTH STUDY.

##### QUALITIES OF THE HOUSEHOLD.

A GOOD and happy family is one of the fairest things in the world. Its beauty, whatever it may be, is that of the good qualities of each member.

Good, kind and comely.

Is a good father beloved?

—ness, the state —

—ly, liness —

Better, more kind than another.

Best, the most kind of all.

Fair, pleasant to behold.

—ness, er, est —

BUSY, engaged in some pursuit.

IDLE, not actively employed.

—y, ness, er —

GLAD, pleased and joyous.

—ly, ness —

—some, somewhat —

—ness, ly —

GLEE, mirth or gayety.

—some, somewhat —

GOD, the Supreme Being, the Good One.

—ly, liness, like —

Un—ly, liness —

HALLOW, to make holy.

—s, ed, ing —

# EIGHTY-EIGHTH STUDY.

## QUALITIES OF FOOD.

THE quality, as well as the quantity of our food, is of the greatest importance. It is closely connected with health.

FRESH, new, recently procured.

Is fresh bread pleasant?

—er, est, ness —

WHOLE, sound, not diseased.

—some, somewhat —

—ly, ness —

ENOUGH, all that is needed to satisfy us.

TART, sharp to the taste.

—ness, ly —

SOUP, sharp and astringent.

—ness, ish, ly —

# EIGHTY-NINTH STUDY.

## QUALITIES OF CLOTHING.

CLOTHING is a great concern of life. It employs some millions of the race in producing it. Some of its qualities may be grouped together. It should be light and warm.

WARM, that which preserves heat.

Are all kinds of clothing alike warm?

—ly, ness, er, est —

SOFT, gentle and yielding to the touch.

—er, est, ish, ly, ness —

COOL, not retaining heat.

—er, est, ish, ness, ly —

THICK, of some extent from side to side.

—er, est, ish, ness —

THIN, not thick.

—er, est, ish, ness, ly —

SILK, the thread made by the silk-worm.

—en, made of —

WOOL, the soft hair of sheep.

—en, made of —

CHEAP, of low price and value.

—er, est, ness, ly —

TIDY, neat in dress.

—er, est, ness, ly —

## NINETIETH STUDY.

## QUALITIES OF MAN.

THE qualities of man are numerous. He takes to himself, in some way, the qualities of all other beings. There are many, however, which are native to him. Some of these have been given.

WEAK, feeble in strength.

Is man a weak being?

—*er, est, ness, ly*—

SIN, an evil nature.

—*ful, fully, fulness, less*—

EMPTY, vain and foolish, containing nothing.

—*ness*—

SHORT, of little height.

—*er, est, ness*—

FREE, at liberty to do as one pleases.

—*ly, ness*—

REST, repose from care and toil.

—*less, without*—

EARNEST, order in employment.

—*ly, ness*—

FICKLE, wavering and changeable.

—*ness*—

LUKEWARM, a little warm.

—*ly, ness*—

LOSN, lost.

For—, lost to—

BOLD, daring.

—*er, est, ly, ness*—

EVIL, wicked.

## NINETY-FIRST STUDY.

## QUALITIES OF THE BODY OF MAN.

THE body is the habitation of the soul, and should be kept sound and healthy.

SOUND, whole and free from disease.

Is a sound body desirable?

—*ness*—

STRONG, having much active power.

—*er, est, ly*—

HEAL, to make sound.

—*s, ed, ing*—

—*th*, the state of—

—*y*, abounding in—

Un—, not—

LITTLE, small in size.

—*ness*—

SICK, suffering from disease.

—*ly, ness*—

HALE, robust, or sound.

SPARE, lean, or wanting in flesh.

—*ness*—

BONE, the hard, solid part of the body.

—*y*, full of—

FLESH, the soft, solid part of the body.

—*y, iness, less*—

## NINETY-SECOND STUDY.

## QUALITIES OF PARTS OF THE BODY OF MAN.

EVERY part of the human body has its uses and qualities. A knowledge of them is desirable. To name these qualities is instructive.

RUDDY, a healthy flesh color.

Is the face ruddy ?

WAN, pale or sickly in appearance.

GIDDY, a whirling feeling in the head.

—ness —

STERN, severe and rigid.

—er, est, ly, ness —

HOLLOW, sunken or depressed.

—ness —

STIFF, not easily bent, stubborn.

—ness, ly —

BROAD, extended in width.

—er, est, ly, ness —

FILM, a thin skin.

—y, partaking of —

## NINETY-THIRD STUDY.

## QUALITIES OF THE SOUL.

THE soul is a priceless thing. It is the object of much regard, and should be carefully studied. It is known in its qualities. The most of these have already been brought to view.

DARK, obscure and gloomy.

Is a dark soul attractive ?

—ly, ness —

LIGHT, to make light, or visible.

—s, ed, ing —

—en, to make —

—s, ed, ing —

En —ed, inwardly made —

SELF, one's own person, or interest.

—ish, somewhat —

—ly, ness —

MEAN, base, or of little value.

—er, est, ly, ness —

STUBBORN, stiff-minded, or obstinate.

—ly, ness —

WICKED, evil in heart and life.

—ly, ness —

RIGHT, according to goodness and truth.

—eous, full of —

Un —, not —

—ly, ness —

DEATH, the result of the body and soul being separated.

—less, without —

—ly, like, ful, fulness —

LEAVE, to permit, or allow.

—s, ing —

BELIEVE, to give credit to any thing.

—ed, ing, ingly —

## N I N E T Y - F O U R T H   S T U D Y .

## QUALITIES OF THE HUNTER AND HUNTING.

HUNTING is often a dangerous employment. It requires skill and courage to pursue it successfully, for profit or pleasure.

WILD, roving, savage.

Is hunting a wild pursuit?

—ly, ness, er, est —

DARE, to face danger.

—s, ed, ing, ingness —

LIVE, to be animated.

—s, ed, ing —

—ly, liness —

A—, in —

READY, quick and prepared.

—ily, iness —

## N I N E T Y - F I F T H   S T U D Y .

## QUALITIES OF THE FISHER AND FISHING.

FISHING is connected with rivers, lakes, and seas. It is full of idleness and adventure.

HARD, firm or strong.

Is a fisher's life hard?

—y, abounding in —

CARE, trouble, caution.

—ful, fully, fulness, less —

LUST, vigor, active power.

—y, abounding —

WATCH, attention, observation.

—ful, fulness, fully —

STEADY, firm and constant in mind.

—ily, iness —

FEAR, the dread of some danger.

—less, without —

## N I N E T Y - S I X T H   S T U D Y .

## QUALITIES OF THE FARMER AND FARMING.

THERE is no employment that seems to be so full of simple life as that of farming. Its toils and burdens are connected with fields, groves, and sunsets.

BLITHE, gay and joyous.

Is the farmer blithe?

—some, ful, fully, fulness —

TIRE, to weary.

—s, ed, ing —

—some, someness —

TOLL, to labor with fatigue.

—s, ed, ing —

—some, someness —	COLD, wanting in heat.
PEACE, freedom from disturbance.	—ly, ness, ish, er, est —
—ful, fully, fulness —	RAIN, to fall in drops of water from the air.
FALLOW, not tilled.	—s, ed, ing, y, iness —
TIME, a season of any thing, or measure of an event.	DRY, without moisture.
—ly, liness —	—ness, er, est —
EARLY, first in time.	CLAY, soft and oily earth.
—ness, er, est —	—cy, ish —
LATE, after the time.	LOAM, a kind of colored earth.
—ly, ness, er, est —	—y —
SULTRY, hot and close.	STONE, a hard mass of earth.
—ness —	—y, iness —

## NINETY-SEVENTH STUDY.

## QUALITIES OF WAR.

WAR is a cruel thing, but those who follow it, as a calling in life, are often noble. It will cease.

BLOOD, the vital fluid, also slaughter.	—th, woe or tender pity.
Is blood the seat of bodily life?	—ful, fully, less, lessness —
—y, iness, less —	GORE, thick blood.
DEAD, deprived of life.	—y, abounding in —
—ly, liness, ness —	FOUL, filthy, wicked.
DREAD, terror or awe.	—ly, ness —
—ful, fully, fulness, less —	FRIGHT, violent fear, or terror.
RUE, to lament or grieve.	—ful, fully, fulness —
—s, d, ing —	RIFE, abounding, prevailing.
—ful, fully, fulness —	—ly, ness —

## NINETY-EIGHTH STUDY.

## QUALITIES OF MECHANICS AND THEIR CALLINGS.

MECHANICS compose a useful class of men. Their machines and wares are connected with the growth of the nation. Their callings require some bodily and mental qualities.

SKILL, ready knowledge.	Does the mechanic need skill?
-------------------------	-------------------------------

—ful, fully, fulness —

CRAFT, art, or practical skill.

—y, iness, ily —

NEED, the want of any thing.

—ful, fully, fulness —

CUNNING, skilful, crafty.

—workman, a workman —

WISE, skilled in practical knowledge.

#### NINETY-NINTH STUDY.

##### QUALITIES OF THE MANUFACTURER AND MANUFACTURING.

THE manufacturing department of life is full of enterprise and skill. Striking qualities meet us at every step, many of which have already been pointed out.

MANY, numerous.

Are there many manufacturers?

SOME, a certain quantity.

RAW, not altered, in its natural state.

MIX, to blend or join in some way.

—es, ed, ing —

RUDE, rough in finish.

HOME, made in one's native country.

ANY, one or more.

ALL, the whole number.

—most, the greatest part —

SUCH, of the like kind.

BOTH, two taken together.

OTHER, not the same.

GOLDEN, made of gold.

SILVER, made of silver.

SILKEN, made of silk.

WOOLEN, made of wool.

WOODEN, made of wood.

IRON, made of iron.

#### ONE HUNDREDTH STUDY.

##### QUALITIES OF THE TRADER AND TRADING.

TRADING is now extensive, ranging from the pedlar to the wholesale merchant. It is a form of life in which there is much tact, and many fine business qualities needed, in order to succeed.

SELL, to transfer any thing for money.

Does the merchant sell goods?

—s, ing, er —

SALE, the transfer of goods for money.

WHOLE—, the transfer of goods in quantity.

BUY, to obtain by purchase.

CHEAP, bearing a low price.

—er, est, ness, ly —

FRESH, recently made or obtained.

—er, est, ness, ly —

OLD, of long duration.

WEIGH, to find out the quantity by scales.

WEIGHT, the quantity of a thing.

## ONE HUNDRED AND FIRST STUDY.

## QUALITIES OF THE SAILOR AND A SEAFARING LIFE.

THOSE who do business on great waters are a noble and generous class of men. Much of the wealth and comfort of the nation depend upon their daring and skill.

MERRY, gay and noisy.

Are sailors merry ?

—er, est, ness, ly —

DRIVE, to urge forward by force.

—s, ing —

DRIFT, any thing driven.

A —, afloat, or driven along.

FLOAT, to be borne along on water.

—s, ed, ing —

A —, borne along —

HEAD, the upper or foremost part.

A —, on or before —

FOAM, the froth of water.

—, to gather foam.

—s, ed, ing, y, less —

PATH, the way in which a body moves.

—less, without —

STORM, a violent action of air and rain.

—y —

## ONE HUNDRED AND SECOND STUDY.

## QUALITIES OF THE LEARNED PROFESSIONS.

SOCIETY is more indebted to the learning and life of the teacher, lawyer, doctor, and minister, than to every thing else on earth.

LEARN, to obtain knowledge.

Must the minister learn much ?

—s, ed, ing, er —

HIGH, raised or elevated.

EACH, the whole taken separately.

EITHER, one of two.

N —, not one —

WORD, sounds or letters used as a sign

of a thing.

—less, y —

THOUGHT, the product of thinking.

—ful, less, fulness, lessly —

MOOD, style in music.

—y, iness —

CARE, concern, interest in any thing.

—ful, abounding in —

## ONE HUNDRED AND THIRD STUDY.

## QUALITIES OF OFFICERS AND OFFICES.

SOCIETY needs men to attend to public business. Officers



are necessary. Much depends upon their wisdom and justice. Good qualities in our officers are the pledge of prosperity.

FIRST, before all others.

Does the President fill the first  
office!

MAIN, chief, or principal.

PRIME, highest in rank.

Low, below others in station.

—*er, est* —

—*most*, the very lowest —

TIRE, to weary.

—*s, ed, ing* —

—*some*, somewhat —

MONEY, the currency of a country.

—*ed*, having —

MILD, gentle.

—*ly, ness, er, est* —

STERN, severe and stiff.

—*er, est, ly, ness* —

TRUST, to confide in.

—*s, ed, ing* —

—*y, less, iness, ful* —

—*worthy*, worthy of —

#### ONE HUNDRED AND FOURTH STUDY.

##### QUALITIES OF THE WORKS OF MAN.

THE works of man are tested by their qualities. These are numerous, and of every degree of excellence. Attention to their names is a useful exercise in education.

LIKE, resembling.

Are the works of man like God's!

Un—, not —

TELL, to speak, to count.

—*s, ing* —

TOLD, did —

Un—, not reckoned.

LITTLE, small in size.

LESS, smaller —

LEAST, smallest —

KEEN, sharp in cutting.

—*er, est, ly, ness* —

SHARP, having a thin edge or point.

—*er, est, ness, ly* —

LEVEL, flat, agreeing with the line  
where the earth and sky seem to  
meet.

ROUGH, uneven, not perfect.

#### ONE HUNDRED AND FIFTH STUDY.

##### QUALITIES OF THE WORKS OF GOD.

WHO can point out the perfection of the Divine works? They are all goodly. Their qualities are perfect in degree. In wisdom, has He made them all.

GREAT, large in size or number.

Are the works of God great?

—*er, est, ly, ness*—

END, the last or close of any thing.

—*less*, without—

Good, of fine quality.

WONDER, strange, great or novel.

—*ful, fulness, fully*—

FAST, firm and fixed.

BLEAK, open and exposed to the wind.

—*er, est, ness*—

# ONE HUNDRED AND SIXTH STUDY.

## QUALITIES OF MINERAL BODIES.

EARTHS and metals have many useful qualities. To these we owe the existence of plants, in a good degree, and the works of man.

HARD, firm to the touch.

Are all metals hard?

—*er, est, ness*—

GAS, a body of a light elastic nature.

—*y*, full of—

WEIGHT, quantity of a body.

—*y*, full of—, or heavy.

—*er, est, iness, ily*—

ACID, sharp to the taste.

BRIGHT, shiny.

—*er, est, ness, ly*—

DULL, not clear, but clouded.

—*er, est, ness*—

FLINT, a yellow, or grayish black stone, which is very hard.

—*y*—

CHALK, an earth of a dull white color.

—*y, iness*—

# ONE HUNDRED AND SEVENTH STUDY.

## QUALITIES OF VEGETABLE BODIES.

PLANTS have always attracted the attention and love of man. A thousand simple charms hang about our trees and flowers.

WOOD, the firm part of a tree, many trees.

Is the wood hard?

—*y*, abounding in—

LEAF, the airy organ of a plant.

—*y, iness, less*—

PRETTY, neat and pleasing.

THICK, crowded together.

—*ly, ness*—

TOUGH, flexible, or bending readily.

—*er, est, ness, ly*—

MELLOW, soft with ripeness.

—*er, est, ness*—

RIPE, mature in growth.

—*er, est, ness*—

WHOLE, entire, sound.

—*some, somewhat*—

## ONE HUNDRED AND EIGHTH STUDY.

## QUALITIES OF ANIMALS.

ANIMALS, tame or wild, have much to attract our notice. Their qualities appear in every form and variety. Some of them are recorded by the Saxons.

TAME, accustomed to man.

Is the ox tame?

—er, est, ness, less —

GREEDY, having a strong desire for food.

—er, est, ly, ness —

GRIM, fierce, savage.

CLEAN, free from what is foul.

Un—, not free —

—ly, liness, er, est —

Un—ly, liness —

GRISLY, frightful.

SHAGGY, rough with long hair or wool.

SWIFT, rapid in motion.

—er, est, ly, ness —

SLOW, tardy or lazy in motion.

—er, est, ly, ness —

## ONE HUNDRED AND NINTH STUDY.

## QUALITIES OF LIGHT.

THE colors of light are a charm to the eye.

RED, a bright warm color.

Is red a color?

YELLOW, a bright and brilliant color.

GREEN, a soft and cool color, composed of yellow and blue.

BLUE, a rich warm color.

BROWN, a sober cool color.

GRAY, white with a mixture of black.

WHITE, the color of snow.

BLACK, the color of night.

## ONE HUNDRED AND TENTH STUDY.

## QUALITIES OF GOD.

As the streams of the earth are fed by the clouds of heaven, so all the qualities of created things were originally derived from God. His qualities are the source of all that is good and true.

EVER, at all times.

—lasting, continuing without end.

BLESS, to make happy.

—es, ing —

—ed, pronounced happy.

MIGHTY, strong.

<i>All</i> ——, having all strength, or power.	LAST, the end of all things.
WISE, the proper use of knowledge.	TRUE, the real.
<i>All</i> ——, the right use of all knowledge.	EVER, existing without end.
FIRST, the beginning of all things.	LASTING, enduring.
	EVERLASTING, continuing without end.

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The noun and verb, in the STUDIES on *Qualities*, have sometimes been given. The object of this is, to keep before the mind of the child, the derivation of one part of speech from another; and also to lead him to distinguish between nouns, verbs, and adjectives. This has been found to be desirable to secure correctness, in the practical defining and use of words. A similar course is observed in the STUDIES on *Actions*.

## CHAPTER XI.

### ACTIONS.

WE have now arrived at the THIRD stage of the mind, in the formation of language. The first is *things* and their names; the second is *qualities* and their names; the third is ACTIONS and the words by which they are expressed.

These stages are ever in this order. Certain laws of the mind guide every child to take these steps; and, having taken them, he has the materials of language. He can declare, question and express his feelings, about all things, with which he is acquainted.

The various things which we have noticed are agents, and have their work to perform in the world. Their actions, to some extent, were noticed by our Saxon forefathers. Many of the words expressing them are still preserved, and form part of our language.

## ONE HUNDRED AND ELEVENTH STUDY.

## ACTIONS OF MAN.

MAN is ever active. Even in sleep, his busy mind is in motion, pursuing some image or fancy in life.

LIVE, to have and use life.

—s, *ed, ing* —

OUT—, to live —

GROW, to enlarge in size.

—s, *ing* —

—er, the thing —

GREW, did —

DIE, to cease from life.

—s, *ed, ing* —

HAVE, to possess or hold.

—ing —

HAD, did —

DO, to perform any work.

—es, *ing, er* —

UN—, to change and reverse.

DID, having done —

BLUSH, to redden on the cheeks.

—s, *ed, ing* —

LAUGH, to make the noise of mirth.

—s, *ed, ing, er* —

SIGH, to breathe with sorrow.

—s, *ed, ing* —

WEEP, to shed tears.

—s, *ing, er* —

WEPT, did —

SNEAK, to steal away secretly.

—s, *ed, ing* —

KNOW, to have the knowledge of things.

—s, *ing, er, n* —

KNEW, did —

THINK, to use the mind in getting knowledge.

—s, *ing, er* —

THOUGHT, did —

FEEL, to have pain or pleasure by the senses.

—s, *ing, er* —

FELT, did —

BELIEVE, to trust in a person, or testimony.

—s, *ed, ing, er* —

WORSHIP, to adore God, or pay the highest honor to Him.

—s, *ed, ing, er* —

HALLOW, to regard or make holy.

—s, *ed, ing* —

## ONE HUNDRED AND TWELFTH STUDY.

## ACTIONS OF THE BODY OF MAN.

THE body declares its nature in various kinds of actions.

WALK, to move on the feet.

—s, *ed, ing, er* —

SIT, to rest on a seat.

—s, *ing, er* —

LEAP, to bound suddenly.

—s, *ed, ing, er* —

RUN, to move quickly with the feet.

—s, *ing, er* —

RAN, did —	SEIT, to cast out from the mouth.
STAND, to be upon the feet.	—s, <i>ing</i> —
—s, <i>ing</i> , <i>er</i> —	SPAT, did —
STOOD, did —	SWOON, to sink into a fainting state.
LIE, to rest outstretched.	—s, <i>ed</i> , <i>ing</i> —
—s, <i>ing</i> —	STAGGER, to totter on the feet.
UNDER—, to lie —	—s, <i>ed</i> , <i>ing</i> , <i>er</i> —
LAIN, did —	SLIP, to slide on the feet.
SLUMBER, to take light sleep.	—s, <i>ed</i> , <i>ing</i> —
—s, <i>ed</i> , <i>ing</i> , <i>er</i> —	SLIDE, to move along the surface by
SLEEP, to rest with the will sus-	skips.
pended.	STRIDE, to walk with long steps.
—s, <i>ing</i> , <i>er</i> , <i>less</i> , <i>y</i> , <i>iness</i> —	—s, <i>ing</i> —
SLEPT, did —	—s, <i>ed</i> , <i>ing</i> , <i>er</i> —
SNORE, to breathe with a hoarse voice	GLIDE, to move lightly along the sur-
in sleep.	face.
—s, <i>ed</i> , <i>ing</i> —	—s, <i>ed</i> , <i>ing</i> , <i>er</i> , <i>ingly</i> —
RISE, to get up.	YAWN, to have the mouth open
—s, <i>ing</i> —	through drowsiness.
A—, to get straight —	—s, <i>ed</i> , <i>ing</i> —
SNEEZE, to emit air audibly through	GAPE, to open the mouth wide.
the nose.	—s, <i>ed</i> , <i>ing</i> —
—s, <i>ed</i> , <i>ing</i> —	SWIM, to move through water by the
SPRING, to bound lightly along.	hands and feet.
—s, <i>ing</i> —	—s, <i>ing</i> , <i>er</i> —
SPRANG, did —	SWAM, did —
SPURN, to cast away in anger.	GROPE, to feel with the hands.
—s, <i>ed</i> , <i>ing</i> —	—s, <i>ed</i> , <i>ing</i> —
CREEP, to move on hands and feet.	BOW, to bend the head.
—s, <i>ing</i> , <i>er</i> —	—s, <i>ed</i> , <i>ing</i> —
CREPT, did —	BELCH, to cast wind out of the sto-
CRAWL, to move by drawing out the	mach.
body.	—s, <i>ed</i> , <i>ing</i> —
—s, <i>ed</i> , <i>ing</i> , <i>er</i> —	

## ONE HUNDRED AND THIRTEENTH STUDY.

## ACTIONS OF THE SENSES.

THE senses are like wakeful sentinels and servants of the soul. They are ever on duty during the day.

Look, to turn the eye towards an object.

Does the eye look at all things?

—s, *ed, ing* —

BLINK, to twinkle with the eyca.

—s, *ed, ing* —

STARE, to look with fixed eye.

—s, *ed, ing, er* —

HARK, to lend the ear.

—s, *ed, ing* —

HEARKEN, to listen to what is said.

—s, *ed, ing* —

LIST, to incline the ear in desire.

—s, *ed, ing* —

—en, to attend closely to hear.

—s, *ed, ing* —

SMELL, to perceive or know by the nose.

—s, *ed, ing* —

FEEL, to perceive by the touch.

—s, *ing, er* —

#### ONE HUNDRED AND FOURTEENTH STUDY.

##### ACTIONS OF THE SOUL OF MAN.

THE soul is full of action, and shows it in various ways.

GLAD, to cheer with pleasure.

Does God glad the heart of man?

—s, *ing, er, en* —

MOURN, to grieve for lost good.

—s, *ed, ing, ful, fully, er* —

WISH, to long for some good.

—s, *ed, ing, er, ful, fully* —

LIKE, to be pleased with.

—s, *ed, ing* —

CHIDE, to blame.

—s, *ed, ing* —

UPBRAID, to reproach.

—s, *ed, ing* —

LIGHTEN, to make light.

En —, to cause to make —

—s, *ed, ing, er* —

DEEM, to think or judge.

—s, *ed, ing* —

RECKON, to count or number.

—s, *ed, ing, er* —

HEED, to mind or record with care.

—s, *ed, ing* —

PROVE, to try so as to find the truth.

—s, *ed, ing* —

#### ONE HUNDRED AND FIFTEENTH STUDY.

##### ACTIONS IN THE HOUSEHOLD.

THE household is the scene of the fairest actions of the heart. It is the nursery of all actions.

COOK, to prepare food.

Is it easy to cook food?

—s, *ed, ing* —

CLEAN, to separate from any thing foul.

—s, *ing* —

CLEANSE, did —

SWEEP, to clean by brushing.

—s, *ing* —

SWEPT, did —

WASH, to clean by rubbing in water.

—*es, ed, ing, er* —

WIPE, to rub for the purpose of cleaning.

—*s, ed, ing* —

SIFT, to separate by a sieve.

—*s, ed, ing* —

KNEAD, to work flour and leaven into dough.

—*s, ed, ing* —

BAKE, to cook and prepare food in an oven.

—*s, ed, ing, er* —

DINE, to eat the chief meal of the day.

—*s, ed, ing* —

CARVE, to cut in small pieces.

—*s, ed, ing* —

CRAM, to press or stuff in any thing.

—*s, ed, ing* —

CHOKER, to stop the windpipe in any way.

—*s, ed, ing* —

SUP, to take into the mouth with the lips.

—*s, ed, ing* —

SIP, to take a fluid in small quantities.

—*s, ed, ing* —

ASK, to seek by speech.

—*s, ed, ing* —

ANSWER, to speak in return.

—*s, ed, ing* —

BEAR, to support, to support without passion.

—*s, ing* —

For —,

KISS, to salute with the lips.

—*s, ed, ing* —

GREET, to address kindly.

—*s, ed, ing* —

## ONE HUNDRED AND SIXTEENTH STUDY.

### ACTIONS OF THE HOUSEKEEPER.

THE housekeeper is silently performing her part in the world. Her actions promote or retard the good of the whole household.

FOSTER, to feed or bring up.

—*s, ed, ing* —

WARM, to supply heat.

—*s, ed, ing* —

FEED, to give food.

—*s, ing* —

FED, did —

SEW, to unite with needle and thread.

—*s, ed, ing* —

HEM, to fold and sew down the edge.

—*s, ed, ing* —

SWADDLE, to bind with bandage.

—*s, ed, ing* —

TIE, to bind with a cord or band.

—*s, ed, ing* —

SINGE, to burn slightly.

—*s, ed, ing* —

SOAK, to steep in a liquid.

—*s, ed, ing* —

REAR, to raise or bring up.

—*s, ed, ing* —

MEET, to come together.

—*s, ing* —

MET, did —



## ONE HUNDRED AND SEVENTEENTH STUDY.

## ACTIONS OF THE HOUSEHOLDER.

THE care of a household is known only to householders. Who could name the acts of one day of their lives?

OPEN, to unbar or remove any fastening.	—s, <i>ing</i> , <i>er</i> —
Does the householder open the house?	LED, did —
—s, <i>ed</i> , <i>ing</i> —	RULE, to order or control
SHUT, to close or bar.	—s, <i>ed</i> , <i>ing</i> , <i>er</i> —
—s, <i>ing</i> —	BID, to command or direct
GIVE, to bestow or transfer any thing.	—s, <i>ing</i> —
—s, <i>ing</i> , <i>er</i> —	FOR—, to command before.
GIVEN, bestowed.	BADE, did —
GAVE, did —	BIDE, to dwell or continue
WORK, to perform labor.	A—, to dwell in —
—s, <i>ed</i> , <i>ing</i> —	—s, <i>ing</i> —
LEAD, to guide or conduct.	ABODE, did —
	BEQUEATH, to leave any thing by will.
	—s, <i>ed</i> , <i>ing</i> —

## ONE HUNDRED AND EIGHTEENTH STUDY.

## ACTIONS OF THE HUNTER.

THE chase is attended with toil as well as pleasure. Acts of daring make up much of the hunter's life.

HUNT, to chase wild animals.	RODE, did —
Do many men hunt animals?	Out—, did —
—s, <i>ed</i> , <i>ing</i> , <i>er</i> —	BET, to stake a wager.
TRAP, to catch by a snare.	—s, <i>ed</i> , <i>ing</i> —
—s, <i>ed</i> , <i>ing</i> , <i>er</i> —	WEARY, to exhaust strength, to tire.
RUN, to pass rapidly on foot.	—s, <i>ed</i> , <i>ing</i> —
—s, <i>ing</i> , <i>er</i> —	SLAY, to put to death by violence.
RAN, did —	—s, <i>ing</i> , <i>er</i> —
RIDE, to go on horseback.	SLEW, did —
—s, <i>ing</i> , <i>er</i> —	SKIN, to take off the skin.
Out—, to ride farther, or beyond.	—s, <i>ed</i> , <i>ing</i> —
—s, <i>ing</i> , <i>er</i> —	THROW, to fling or cast in any way.

——s, *ing* ——

THREW, did ——

FORD, to cross a river by walking on  
the bottom.——s, *ed, ing* ——

FLAY, to strip off the skin.

——s, *ed, ing* ——

## ONE HUNDRED AND NINETEENTH STUDY.

## ACTIONS OF THE FISHER.

THE days and nights of the fisher are marked with change. Perils and escapes make up much of his history on the deep.

FISH, to try to take fish.

Is it pleasant to fish?

——s, *ed, ing, er* ——

HOOK, to seize with a hook.

——s, *ed, ing* ——

SPEAR, to pierce with a spear.

——s, *ed, ing* ——

DRAG, to pull or haul.

——s, *ed, ing* ——SAIL, to pass through water in a ves-  
sel.——s, *ed, ing* ——SWIM, to pass through water by using  
the limbs.——s, *ing, er* ——

SWAM, did ——

WRECK, to ruin, or throw away.

——s, *ed, ing* ——

SWAMP, to plunge or upset in water.

——s, *ed, ing* ——

PULL, to drag or haul.

——s, *ed, ing* ——WEATHER, to bear up through a  
storm.——s, *ed, ing* ——

STEER, to direct, as a vessel.

——s, *ed, ing* ——

ROW, to drive with oars.

——s, *ed, ing* ——

TOIL, to labor, to become weary.

——s, *ed, ing* ——

## ONE HUNDRED AND TWENTIETH STUDY.

## ACTIONS OF THE FARMER.

ALMOST every act of the farmer's life is connected with something agreeable.

FARM, to lease or till land.

Is it healthy to farm?

——s, *ed, ing, er* ——

TILL, to cultivate land.

——s, *ed, ing* ——

SEED, to sow, or plant with seed.

WEED, to free from weeds.

——s, *ed, ing* ——

HARVEST, to gather grain or fruits.

——s, *ed, ing* ——

SUMMER, to pass, or carry through summer.	FAN, to winnow, or separate chaff from grain.
—s, <i>ed, ing</i> —	—s, <i>ed, ing</i> —
WINTER, to pass, or carry through winter.	HIRE, to engage in service for a reward.
—s, <i>ed, ing</i> —	—s, <i>ed, ing, ling</i> —
MOW, to lay grain or hay in a mass in the barn.	GATHER, to get in the harvest.
—s, <i>ed, ing</i> —	—s, <i>ed, ing</i> —
MOW, to cut down grass or grain.	HINDER, to keep back, or obstruct.
—s, <i>ed, ing, er</i> —	—s, <i>ed, ing</i> —

## ONE HUNDRED AND TWENTY-FIRST STUDY.

## ACTIONS OF MECHANICS.

**BUILDING** has a charm for the mind, and pleases us with acts of skill. The sound of busy instruments awakens useful feelings in the heart.

FRAME, to form the outline of a building.	MELT, to make liquid .
Did the housewright frame the barn?	—s, <i>ed, ing</i> —
—s, <i>ed, ing</i> —	TURN, to form on a lathe.
BORE, to make holes with an auger or gimlet.	—s, <i>ed, ing, er</i> —
—s, <i>ed, ing, er</i> —	BEAT, to strike repeatedly.
FAST, firm, set.	—s, <i>ing</i> —
—en, to make —	NEAL, to temper by heat.
NAIL, to fasten with nails.	—s, <i>ed, ing</i> —
—s, <i>ed, ing, er</i> —	An—, to heat and cool slowly.
WIELD, to sway with the hand.	SAW, to cut with a saw.
—s, <i>ed, ing</i> —	—s, <i>ed, ing</i> —
HAMMER, to strike with the hammer.	DOVETAIL, to join in a tenon like a pigeon's tail.
—s, <i>ed, ing</i> —	—s, <i>ed, ing</i> —
DRILL, to bore a hole.	Hew, to cut with any instrument.
—s, <i>ed, ing</i> —	—s, <i>ed, ing, er</i> —
BUILD, to frame and raise a building.	CARVE, to cut wood or stone into some form.
—s, <i>ed, ing, er</i> —	—s, <i>ed, ing</i> —

## ONE HUNDRED AND TWENTY-SECOND STUDY.

## ACTIONS OF MANUFACTURERS.

THE steps by which raw materials are changed into the goods and wares of trade, must always have an interest for the mind.

SHAPE, to form for some end.

Does the pin-maker shape his pin?

TWIST, to wind one thread round another.

—s, ed, ing, er —

TWINE, to twist threads.

—s, ed, ing —

FULL, to thicken cloth in a mill.

—s, ed, ing, er —

BLEACH, to whiten by removing the

color.

—s, ed, ing, er —

COMB, to separate and arrange with a comb.

—s, ed, ing, er —

Un—ed, not —

GRIND, to make smooth or sharpen.

—s, ed, ing —

GLAZE, to crust with a glossy coat.

—s, ed, ing —

## ONE HUNDRED AND TWENTY-THIRD STUDY.

## ACTIONS OF TRADERS.

THE acts of buying and selling are more closely related to the welfare of man than all are ready to perceive. Active and wise merchants do much for the nation.

HAVE, to hold or possess.

Has the trader much goods?

—s, ing —

HAD, did —

WEND, to pass or travel from place to place.

—s, ed, ing —

DUN, to urge payment.

—s, ed, ing —

LIE, to deceive, or tell an untruth.

Be—, to give the lie.

—s, ed, ing —

CHOP, to buy or barter.

—s, ed, ing —

METE, to measure.

—s, ed, ing —

SHIP, to put on board a ship.

—s, ed, ing, er —

Un—, to take off —

WEIGH, to find the quantity of a thing by weighing it.

## ONE HUNDRED AND TWENTY-FOURTH STUDY.

## ACTIONS OF WAR.

THE deeds of the soldier occupy a large place in the history of man.

WREST, to gain by force.

Does the hero wrest the goods of  
the enemy ?

——s, *ed, ing* ——

WARD, to guard or fend off.

——s, *ed, ing* ——

WEAKEN, to make weak.

——s, *ed, ing* ——

HURT, to injure in any way.

——s, *ed, ing* ——

SPARE, to forbear to punish or destroy.

——s, *ed, ing* ——

QUELL, to subdue or overcome.

——s, *ed, ing* ——

RUSH, to move with violence.

——s, *ed, ing* ——

RECK, to care or mind.

——s, *ed, ing* ——

REEK, to emit steam or vapor.

——s, *ed, ing* ——

QUAIL, to crush or subdue.

——s, *ed, ing* ——

WAVER, to totter, or change in courage.

——s, *ed, ing* ——

MURDER, to kill a human being.

——s, *ed, ing* ——

SLAUGHTER, to make great havoc of life.

——s, *ed, ing* ——

WELTER, to roll in foul matter or blood.

——s, *ed, ing* ——

## ONE HUNDRED AND TWENTY-FIFTH STUDY.

## ACTIONS OF THE LAWYER.

As society now exists, the lawyer is needed to explain our laws.

## ONE HUNDRED AND TWENTY-SIXTH STUDY.

## ACTIONS OF THE DOCTOR.

THE diseases of mankind require skill to heal them. The doctor, in a diseased world, becomes an important person.

HEAL, to cure a wound or disease.

Does the doctor heal diseases ?

——s, *ed, ing, er* ——

BLEED, to take away blood by opening a vein.

——s, *ing* ——

MIX, to mingle things.

——s, *ed, ing* ——

BRAY, to pound in a mortar.

——s, *ed, ing* ——

BLISTER, to raise a blister by a hurt,	discharge of blood or water.
burn, or medical plaster.	—s, <i>ed, ing</i> —
—s, <i>ed, ing</i> —	LEECH, to bleed by leeches.
CUP, to apply a glass to procure a	—s, <i>ed, ing</i> —

## ONE HUNDRED AND TWENTY-SEVENTH STUDY.

## ACTIONS OF THE TEACHER.

To instruct and train the soul is the noblest calling on earth. It embraces the interests of man in time and eternity.

TEACH, to impart knowledge.	Un—, to open out, to reveal.
Is it easy to teach children?	READ, to utter written letters and words.
—s, <i>ing, er</i> —	—s, <i>ing, er</i> —
TAUGHT, did —	READ, did —
SHOW, to present to view.	WRITE, to form letters and words.
—s, <i>ed, ing</i> —	—s, <i>ing, er</i> —
FORM, to give shape or outline.	WROTE, did —
—s, <i>ed, ing</i> —	RECKON, to count by figures.
STRENGTH, power of body or mind.	—s, <i>ed, ing, er</i> —
—en, to make strong.	RULE, to govern and guide.
—s, <i>ed, ing</i> —	—s, <i>ed, ing, er</i> —
FOLD, to lap up in folds.	
—s, <i>ed, ing, er</i> —	

## ONE HUNDRED AND TWENTY-EIGHTH STUDY.

## ACTIONS OF THE ARTIST.

THE love of beauty is part of our nature, and, in some cases, leads to the fine arts.

DRAW, to represent or picture by lines.	—s, <i>ed, ing, er</i> —
Can you draw objects?	CARVE, to cut wood or stone into some shape.
—s, <i>ing, er</i> —	—s, <i>ed, ing, er</i> —
DREW, did —	SING, to utter sweet sounds, to tell something in verse.
PIPE, to play on a wind instrument.	—s, <i>ing, er</i> —
—s, <i>ed, ing, er</i> —	SANG, did —
HARP, to play on the harp.	

DRAFT, to draw the outline.

——s, ed, ing ——

——*smān*, a man who ——

BLEND, to mingle together.

——s, ed, ing ——

## ONE HUNDRED AND TWENTY-NINTH STUDY.

## ACTIONS OF MINERALS.

MINERALS have a kind of life, made up of simple actions.

GLISTEN, to shine with light.

Does gold glisten?

——s, ed, ing ——

——s, ed, ing, y, iness ——

GLITTER, to sparkle with light.

——s, ed, ing ——

RUST, to become rusty by exposure to air.

DWINDLE, to become less.

——s, ed, ing ——

## ONE HUNDRED AND THIRTIETH STUDY.

## ACTIONS OF PLANTS.

PLANTS are living things. Many and pleasing are their acts.

GROW, to enlarge in size.

Do all plants grow?

——s, ing ——

DROOP, to hang downward.

——s, ed, ing ——

GREW, did ——

CLOTHE, to cover, as rocks on the earth.

——s, ed, ing ——

LEAF, to put forth leaves.

FEED, to supply food.

——s, ed, ing ——

——s, ing ——

BLOSSOM, to put forth flowers.

FED, did ——

——s, ed, ing ——

DIE, to pass from life.

SEED, to grow and produce seed.

——s, ed, ing ——

——s, ed, ing ——

RUSTLE, to make quick, small sounds.

WITHER, to fade or lose its freshness.

——s, ed, ing ——

——s, ed, ing ——

## ONE HUNDRED AND THIRTY-FIRST STUDY.

## ACTIONS OF DOMESTIC ANIMALS.

THE fireside and barn-yard have their actors in dumb animals.

BELLOW, to make a hollow loud noise. Does the bull bellow? ——s, ed, ing ——	——s, ed, ing —— BRAY, to make a harsh, loud sound, as an ass. ——s, ed, ing ——
LOW, to make a low noise, as a cow. ——s, ed, ing ——	GRAZE, to eat grass, to supply cattle with grass. ——s, ed, ing ——
BLEAT, to cry as a sheep. ——s, ed, ing ——	WAG, to move one way and another, as the tail. ——s, ed, ing ——
BARK, to make a sharp, snapping noise, as a dog. ——s, ed, ing ——	LICK, to draw the tongue over. ——s, ed, ing ——
WORRY, to harass, or tear, as a dog. ——s, ed, ing ——	CROW, to make the noise of the cock. ——s, ed, ing ——
WHINE, to make a crying sound, as a dog. ——s, ed, ing ——	CLUCK, to utter the sound of a hen while hatching. ——s, ed, ing ——
FAWN, to court favor, as a dog. ——s, ed, ing ——	
NEIGH, to utter the sound of a horse.	

## ONE HUNDRED AND THIRTY-SECOND STUDY.

## ACTIONS OF WILD ANIMALS.

THE deserts and forests are alive with active, living creatures.

ROAR, to make a continuous noise, as a lion. Does the lion roar for food? ——s, ed, ing ——	——s, ing —— CREPT, did —— SPRING, to move with violence. ——s, ing ——
GRIN, to open the mouth and set the teeth. ——s, ed, ing ——	SPRANG, did —— TEAR, to separate or destroy. ——s, ing ——
HISS, to make a hissing sound, as a serpent. ——s, ed, ing ——	TORE, did —— BURROW, to hollow a place or bed in the earth. ——s, ed, ing ——
CROAK, to make a low, hoarse noise, as the frog. ——s, ed, ing, er ——	CLIMB, to creep up a tree or rock. ——s, ed, ing ——
BRISTLE, to erect the hair, as swine. ——s, ed, ing ——	SUCK, to draw out milk or blood with the mouth. ——s, ed, ing ——
CREEP, to move slowly, or on the belly.	



## ONE HUNDRED AND THIRTY-THIRD STUDY.

## ACTIONS OF BIRDS.

THE bird is a thing of beauty. All its doings are pleasing, and add much to the life and pleasure of every spot, on the surface of the earth.

FLY, to move by the wings.

Does the eagle fly high?

—s, *ing* —

FLEW, did —

HOP, to spring on the feet, as a bird.

—s, *ed, ing* —

SWOOP, to seize on the wing.

—s, *ed, ing* —

FLUTTER, to move and flap the wings.

—s, *ed, ing* —

SCREAM, to utter a shrill loud cry, as an eagle.

—s, *ed, ing* —

PICK, to pluck or pull off any thing.

—s, *ed, ing* —

LAY, to bring forth, as eggs.

MOUNT, to soar on high.

—s, *ed, ing* —

LIGHT, to get down, as a bird.

A—, to get down upon.

## ONE HUNDRED AND THIRTY-FOURTH STUDY.

## ACTIONS OF THE EARTH.

THE world, on which we live, is a moving world. Every part of it is in motion, and has its work to do.

TURN, to move in a circular course.

Does the earth turn on its axis?

—s, *ed, ing* —

WHIRL, to roll rapidly.

—s, *ed, ing* —

GLIDE, to pass on rapidly but smoothly.

—s, *ed, ing* —

FLOAT, to be borne along on water or in the air.

—s, *ed, ing* —

QUAKE, to shake or tremble.

—s, *ed, ing* —

TEEM, to swarm with life.

—s, *ed, ing* —

SWARM, to throng and herd in crowds.

—s, *ed, ing* —

SWELL, to rise in billows.

—s, *ed, ing* —

Ooze, to trickle out, as water.

—s, *ed, ing* —

FLOW, to glide along, as water.

—s, *ed, ing* —

SPROUT, to spring forth, as grass.

—s, *ed, ing* —

BEAR, to bring forth, as young.

—s, *ing* —

BORE, did —

FREEZE, to congeal or harden into ice.

—s, *ing* —

## ONE HUNDRED AND THIRTY-FIFTH STUDY.

## ACTIONS OF THE HEAVENS.

THE heavens above us are ever marked with wonderful doings.

HANG, to suspend.

*Over*—, to hang over.

Do the heavens overhang the earth?

—s, *ing* —

HUNG, did —

WATER, to pour out, as rain.

—s, *ed, ing* —

SHADE, to screen from the light.

—s, *ed, ing* —

DAZZLE, to overpower with light.

—s, *ed, ing* —

GLITTER, to sparkle with light.

—s, *ed, ing* —

WHEEL, to roll forward.

—s, *ed, ing* —

RISE, to move or pass upwards.

—s, *ing* —

ROSE, did —

SET, to sink or pass below the horizon.

—s, *ing* —

TWINKLE, to sparkle at intervals.

—s, *ed, ing* —

THAW, to melt, or become fluid.

—s, *ed, ing* —

SPRINKLE, to scatter, as rain.

—s, *ed, ing* —

## ONE HUNDRED AND THIRTY-SIXTH STUDY.

## ACTIONS OF GOD.

HE doeth all things well.

MAKE, to form or fashion.

Did God make the earth?

—s, *ing, er* —

MADE, did —

LAY, to settle or fix as a foundation.

—s, *ing* —

LAIID, did —

REAR, to raise, as a building.

—s, *ed, ing* —

FIX, to make firm.

—s, *ed, ing* —

HOLD, to keep or bind fast or together.

*Up*—, to bear or keep up.

—s, *ing* —

KEEP, to hold and retain.

CURSE, to pronounce and make miserable.

—s, *ed, ing* —

BLESS, to pronounce and make happy.

—s, *ed, ing* —

ATONE, to satisfy and reconcile.

—s, *ed, ing* —

## CHAPTER XII.

## EVENTS.

THE life of the world and all that it contains is made up of events. In these, actions have their end. As the growth of the plant is perfected in the production of its seed, so the acts of all things are completed in a few striking events. Some of these were noticed and recorded by the Saxons, and are still found among the relics of their language. To gather them up and weave their names with our earliest speech, is a happy view of education.

## ONE HUNDRED AND THIRTY-SEVENTH STUDY.

## EVENTS OF THE HOUSEHOLD.

THERE are events enough in every family to form an instructive history.

WED, to unite in marriage.

Do men and women wed each other?

—s, *ed, ing* —

WEDDING, a marriage.

BIRTH, coming into life.

WORK, labor of any kind.

—ing, the act —

PLAY, sport or amusement.

—ing, the act of —

SLEEP, rest by suspending active powers.

—ing, the act —

BREAKFAST, the first meal in the day.

—ing, the act —

SICK, affected with disease.

—ness, state of —

TEACH, to instruct by giving knowledge.

—ing, the act of instructing.

LEARN, to receive knowledge.

—ing, the act of getting knowledge.

CLOTHE, to cover the body with garments.

—ing, covering with garments.

FEED, to give food.

—ing, the act of taking food.

WELCOME, to receive and entertain gladly.

—s, *ed, ing* —

WELCOME, a salutation.

FAREWELL, a wish of happiness at parting.

BURY, to place a dead person in a grave.

—s, *ed, ing* —

## ONE HUNDRED AND THIRTY-EIGHTH STUDY.

## EVENTS IN THE OCCUPATIONS OF MAN.

EVERY pursuit of life has its events. Some of these are of general interest, and should be noticed by all.

SEED-TIME, the season for sowing.

Is Spring the seed-time of the year?

HARVEST, the season for gathering crops.

——— *home*, the song and feasting at the end of harvest.

SOWING, the act of seeding a field.

HARVESTING, the act of gathering crops.

BLIGHT, a disease that nips plants or grain.

MILDEW, a white coating on plants, producing decay.

RUST, a disease in grain produced by lichens.

SHIPWRECK, the casting away of a ship.

SET, to place firm, or on a basis.

Over——, to turn over ——

FALL, the act of dropping from a high place.

WOUND, a hurt of any kind.

BEGIN, to commence.

——— *s, ing* ——

BEGINNING, the first of any thing.

END, the last of a thing.

LOSE, to pass from our possession.

——— *s, ing* ——

LOST, did ——

LOSS, privation of a thing.

FIRE, the burning of any thing, as a house.

## ONE HUNDRED AND THIRTY-NINTH STUDY.

## NATURAL EVENTS OF THE EARTH.

IN the course of things, striking changes pass upon the earth. Events occur that must be noticed.

COLD, the want of heat.

Is winter cold?

HEAT, a state of warmth.

DAY, the time when the sun is with us.

NIGHT, the time when the sun is absent.

SPRING, the budding of the earth—the season of buds.

SUMMER, the flowering of the earth—the season of heat.

FALL, the decay of the leaf—the season of decay.

WINTER, the sleep of the earth—the season of cold.

WIND, the air in motion.

BLAST, a gust of wind.

BREEZE, a gentle gust of wind.

STORM, a violent action of wind and rain.	FLOOD, a great flow of water.
SHOWER, a fall of rain.	WAVE, a moving swell of water.
HAIL, a fall of frozen rain.	TIDE, the rise and fall of the waters of the sea.
SNOW, a fall of frozen vapor.	LAND-SLIP, a movement of land.
ICE, water frozen solid.	EARTHQUAKE, a trembling of the earth.
FROST, frozen mist or fog.	SPRING, a bubbling up of water.
MIST, water falling in very small drops.	BOILING-SPRING, a heaving up of hot water.
DEW, moisture condensed from the air.	FALL, a descent of water.

## ONE HUNDRED AND FORTIETH STUDY.

## NATURAL EVENTS OF THE HEAVENS.

MEN, in all ages, have looked with interest on the heavens. The bright noon and the starry night have unfolded wonders to the eye of man.

LIGHT, that by which we see.

Is light pleasant to the eye?

SUN—, the light —

MOON—, the light —

STAR—, the light —

TWILIGHT, the faint light of the sun before rising and after setting.

DARK, obscure, or without light.

—ness, the state —

CLOUD, a mass of visible vapor.

DAWN, the break of day.

MILKY-WAY, a broad luminous belt in the heavens.

NORTH, the point of the heavens where the north star appears.

—ern, belonging —

—lights, lights —

SHOOT, to dart rapidly.

—s, my —

SHOOTING-STARS, meteors like stars that dart across the sky.

THUNDER, the sound that follows the flash of lightning.

—STORM, a storm of rain and thunder.

—CLOUD, a cloud —

LIGHTNING, a flash of light known as a discharge of electricity from one cloud to another.

SUNRISE, the appearance of the sun.

SUNSET, the going down of the sun.

NEW MOON, the moon when first seen.

FULL MOON, the moon as seen opposite the sun.

RAINBOW, a bow of seven colors formed by light and rain in the heavens.

## ONE HUNDRED AND FORTY-FIRST STUDY.

## EVENTS OF GOD.

THE Creator is revealed to us by events. His power and wisdom and love have wrought wonders in behalf of man. Some of these are recorded in the Saxon part of our language.

EARTH, the globe which we inhabit.	<i>For</i> ——, to give away or pardon.
Is the earth the work of God?	——— <i>ness</i> , the pardon of an of
HEAVEN, the sky or air.	fender.
SUN, the great body that lights the earth by day.	RIGHT, according to law or truth.
MOON, the body that lights the earth by night.	——— <i>eous</i> , full of ——
STARS, the bright bodies that appear in the sky at night.	——— <i>ness</i> , the state of ——
WORLD, the universe, or the earth and heavens.	PEACE, rest from all disturbance.
MAN, the race of beings to which we belong—God's image on earth.	HOLY, free from sin.
FALL, the ruin of the race by sin—the loss of the Divine image permitted by God.	——— <i>ness</i> , state of ——
GOSPEL, good news from God to man.	DEATH, the end of life on earth.
DAYSMAN, one who lays his hand on opposite parties and brings them together—a mediator.	GRAVE, the place of the dead.
ATONEMENT, removal of sin by the obedience of a mediator.	———YARD, an inclosed place ——
GIVE, to bestow.	GOD'S ACRE, the field of God—the Saxon phrase for a grave-yard.
	COURT, a place of justice.
	DOOM, to judge, to pronounce sentence.
	——— <i>s, ed, ing</i> ——
	HELL, a deep, covered place—the abode of the wicked.
	HEAVEN, a high and honorable place—the abode of God and holy beings.

## ONE HUNDRED AND FORTY-SECOND STUDY.

## THE END.

THE END of the Hand-Book of Anglo-Saxon Orthography is reached. The course was agreeable as well as useful. Every step had a freshness and interest that readily claimed

attention. We look back with pleasure, and feel that we have gathered up a large amount of knowledge for future years.

The review is profitable. If the child has paid due attention to "THE INSTRUCTIONS," he has learned nearly all that is to be known about the Anglo-Saxon portion of his language. The *formation* of words is known: *terminations, suffixes, and prefixes* are at his command. If he has given proper thought to "THE STUDIES," the leading words of Anglo-Saxon origin are understood—SOME FIVE THOUSAND IN NUMBER. He has the chief materials that form the language of the Bible, the Pilgrim's Progress, and the Speeches of Daniel Webster.

These are happy considerations. They awaken desire and hope. The future is still before us, and invites to new studies. Words of Anglo-Saxon origin do not compose the whole English language. They form its *basis* only. Thousands have been received from other sources, and are now to be studied. The Hand-Book of the Gothic, Celtic, French, and Classic words of our language remains to be taken up, in order to complete the course of studies in Orthography.

These two Hand-Books, it is believed, will give a new interest and importance to words. Orthography takes the form of a charming science. It is no longer meagre spelling, or a dry analysis of disconnected words. It is a classified view of the words of our language. They appear in families, arranged according to their parentage, retaining their national origin, and standing in close union with the things which they represent. The course is a complete one. Every leading object of thought stands forth in connection with the words of a rich and happy language.



















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